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Ontario Legislative Assembly

SESSIONAL PAPERS.

VOL. XXIX.—PART I.

THIRD SESSION EIGHTH LEGISLATURE

OF THE

PROVINCE OF ONTARIO.

39095-

SESSION 1897.

TORONTO:

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1897.

LIST OF SESSIONAL PAPERS.

ARRANGED ALPHABETICALLY.

TITLE.	No.	REMARKS.
Accounts, Public	2	<i>Printed.</i>
Agricultural College Report	17	"
Agricultural Societies	54	<i>Not printed.</i>
Algonquin Park, Regulations	67	"
Arbitration, Provincial	52	"
Archæology, Report (<i>part of</i>)	1	<i>Printed.</i>
Asylums, Report	10	"
Bee-keepers' Association, Report	20	<i>Printed.</i>
Births, Marriages and Deaths, Report	29	"
Blind Institute, Report	14	"
Bonds and Securities	45	<i>Not printed.</i>
Central Prison Industries	55	<i>Not printed.</i>
Children's Court, Sittings, etc	71	"
Children's Protection Act, Report	16	<i>Printed.</i>
Common Gaols, Report	11	"
Crown Lands, Report	4	"
Dairymen and Creameries, Report	22	<i>Printed.</i>
Davidson, F. R. <i>re</i> Letter	63	<i>Not printed.</i>
Deaf and Dumb Institute, Report	15	<i>Printed.</i>
Dickinson, John, dismissal of	65	<i>Not printed.</i>
Division Courts, Report	6	<i>Printed.</i>
Education, Report	1	<i>Printed.</i>
" Regulations	46	"
" Pupils at High Schools	60	"
Educational Council, appointments	47	<i>Not printed.</i>
" " Minutes	58	"
Elections	37	<i>Printed.</i>
Engledue Mining Syndicate	50	"
Entomology, Report	18	"
Estimates	3	"
Factories, Report	28	<i>Printed.</i>
Farmers' Institutes, Report	23	"

TITLE.	No.	REMARKS.
Forestry, Report	36	<i>Printed.</i>
Fruit Experiment Stations, Report	27	"
Fruit Growers, Report	19	"
Game and Fish Commission, Report	31	<i>Printed.</i>
Game Laws, Orders in Council	62	<i>Not printed.</i>
" Correspondence	66	"
Game Warden Smith	68	"
Gaols, Prisons and Reformatories, Report	11	<i>Printed.</i>
Health, Report	34	<i>Printed.</i>
Hospitals, Report	13	"
Huron House of Refuge, Report	56	<i>Not printed.</i>
Immigration, Report	5	<i>Printed.</i>
Industries Bureau, Report	35	"
Insurance, Report	9	"
Iron Mining Fund, Regulations	25	"
Jamieson, Judge, Order in Council	41	<i>Not printed.</i>
Legal Offices, Report	30	<i>Printed.</i>
Live Stock Associations, Report	26	"
McArthur, Alexander, Estate of	69	<i>Printed.</i>
Marriage Licenses, Issuers of	59	<i>Not printed.</i>
Mines, Report	33	<i>Printed.</i>
Mining Locations, Engledue	50	"
Mosgrove, Judge, Order in Council	43	"
Municipal Investigation, Financial Condition	70	<i>Not printed.</i>
Muskoka, Timber in	44	"
Northern Exhibition, Correspondence	64	<i>Not printed.</i>
Oakley Township, Timber in	44	<i>Not printed.</i>
Poultry and Pet Stock, Report	21	<i>Printed.</i>
Public Accounts	2	"
Public Works, Report	8	"
Queen Victoria Niagara Falls Park, Report	32	<i>Printed.</i>
Railways receiving Aid	49	<i>Printed.</i>
Registrar-General, Report	29	"
Registry Offices, Report	61	"
Roa lmaking, Report	24	"

TITLE.	No.	REMARKS.
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Smith, Deputy Game Warden	68	<i>Not printed.</i>
Statutes, distribution	42	"
Tavern and Shop Licenses, Report	7	<i>Printed.</i>
Timber Berths, sale of	73	<i>Not printed.</i>
Timber Dues, Ground Rent, etc.	53	"
Timber in Muskoka	44	"
Titles, Master of, Report	51	<i>Printed.</i>
Toll Roads, Report	40	<i>Not printed.</i>
Toronto General Trusts Company	48	"
Toronto University, Report on Capital	38	<i>Printed.</i>
" Report on Finance	39	"
Waterloo County House of Refuge	57	<i>Not printed.</i>

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Arranged in Numerical Order with their Titles at full length ; the dates when Orderedd and when presented to the Legislature ; the name of the Member who moved the same, and whether Ordered to be Printed or not.

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- No. 1.. Report of the Minister of Education for the year 1896, with the Statistics of 1895. Presented to the Legislature, 2nd March, 1897. *Printed.*

CONTENTS PART II.

- No. 2.. Public Accounts of the Province for the year 1896. Presented to the Legislature, 16th February, 1897. *Printed.*

- No. 3.. Estimates for the Service of the Province until after the Estimates of the year are finally passed. Presented to the Legislature, 12th February, 1897. *Not printed.* Estimates for the year 1897. Presented to the Legislature, 17th February, 1897. *Printed.* Estimates (Supplementary) for the year 1897. Presented to the Legislature, 9th April, 1897. *Printed.* Estimates (Supplementary) for the year 1897. Presented to the Legislature, 10th April, 1897. *Not printed.*

- No. 4.. Report of the Commissioner of Crown Lands for the year 1896. Presented to the Legislature, 23rd March, 1897. *Printed.*

- No. 5.. Report of the Department of Immigration for the year 1896. Presented to the Legislature, 15th March, 1897. *Printed.*

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- No. 6.. Report of the Inspector of Division Courts for the year 1896. Presented to the Legislature, 9th March, 1897. *Printed.*

- No. 7.. Report upon the working of the Tavern and Shop Licenses Acts for the year 1896. Presented to the Legislature, 11th February, 1897. *Printed.*

- No. 8.. Report of the Commissioner of Public Works for the year 1896. Presented to the Legislature, 26th February, 1897. *Printed.*

- No. 9.. Report of the Inspector of Insurance and Registrar of Friendly Societies for the year 1896. Presented to the Legislature, 11th February, 1897. *Printed.*

CONTENTS PART IV.

- No. 10.. Report upon the Lunatic and Idiot Asylums of the Province for the year ending 30th September, 1896. Presented to the Legislature, 11th February, 1897. *Printed.*
- No. 11.. Report upon the Common Gaols, Prisons and Reformatories of the Province for the year ending 30th September, 1896. Presented to the Legislature, 1st March, 1897. *Printed.*
- No. 12.. Report upon the Houses of Refuge, Orphan and Magdalen Asylums of the Province for the year ending 30th September, 1896. Presented to the Legislature, 9th April, 1897. *Printed.*

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- No. 13.. Report upon the Hospitals of the Province for the year ending 30th September, 1896. Presented to the Legislature, 30th March, 1897. *Printed.*
- No. 14.. Report upon the Institution for the Education of the Blind, Brantford, for the year ending 30th September, 1896. Presented to the Legislature, 11th February, 1897. *Printed.*
- No. 15.. Report upon the Institution for the Deaf and Dumb, Belleville, for the year ending 30th September, 1896. Presented to the Legislature, 11th February, 1897. *Printed.*
- No. 16.. Report under the Children's Protection Act, Ontario, for the year 1896. Presented to the Legislature, 23rd February, 1897. *Printed.*
- No. 17.. Report of the Agricultural College and Experimental Farm for the year 1896. Presented to the Legislature, 18th March, 1897. *Printed.*

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- No. 18.. Report of the Entomological Society of Ontario for the year 1896. Presented to the Legislature, 7th April, 1897. *Printed.*
- No. 19.. Report of the Fruit Growers' Association of Ontario for the year 1896. Presented to the Legislature, 7th April, 1897. *Printed.*
- No. 20.. Report of the Bee-keepers' Association of Ontario for the year 1896. Presented to the Legislature, 7th April, 1897. *Printed.*
- No. 21.. Report of the Poultry and Pet Stock Associations of Ontario for the year 1896. Presented to the Legislature, 7th April, 1897. *Printed.*
- No. 22.. Report of the Dairymen and Creameries' Associations of Ontario for the year 1896. Presented to the Legislature, 7th April, 1897. *Printed.*

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- 23.. Report of the Superintendent of Farmer's Institutes of Ontario for the year 1896. Presented to the Legislature, 7th April, 1897. *Printed.*
- No. 24.. Report of the Provincial Instructor in Road making in Ontario for the year 1896. Presented to the Legislature, 25th March, 1897. *Printed.*
- No. 25.. Regulations governing payments out of the Iron Mining Fund. Presented to the Legislature, 17th February, 1897. *Printed.*
- No. 26.. Report of the Live Stock Associations of the Province for the year 1896. Presented to the Legislature, 11th February, 1897. *Printed.*
- 7.. Report of the Fruit Experiment Stations of Ontario for the year 1896. Presented to the Legislature, 7th April, 1897. *Printed.*
- No. 28.. Report of the Inspectors of Factories for the year 1896. Presented to the Legislature, 2nd April, 1897. *Printed.*

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- No. 29.. Report of the Registrar-General relating to the registration of Births, Marriages and Deaths in the Province for the year 1895. Presented to the Legislature, 8th March, 1897. *Printed.*
- No. 30.. Report of the Inspector of Legal Offices for the year 1896. Presented to the Legislature, 15th March, 1897. *Printed.*
- No. 31.. Report of the Game and Fish Commission for the year 1896. Presented to the Legislature, 16th March, 1897. *Printed.*
- No. 32.. Report of the Commissioners for Queen Victoria Niagara Falls Park for the year 1896. Presented to the Legislature, 9th March, 1897. *Printed.*
- No. 33.. Report of the Bureau of Mines for the year 1896. Presented to the Legislature, 7th April, 1897. *Printed.*

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- No. 34.. Report of the Provincial Board of Health for the year 1896. Presented to the Legislature, 2nd April, 1897. *Printed.*
- No. 35.. Report of the Bureau of Industries for the year 1896. Presented to the Legislature, 7th April, 1897. *Printed.*

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- No. 36.. Report of the Clerk of Forestry for the year 1896. Presented to the Legislature, 2nd April, 1897. *Printed.*

- No. 37.. Return from the Records of the several Elections to the Legislative Assembly in the Electoral Districts of the South Riding of the County of Essex, the North Riding of the County of Oxford, the North Riding of the County of York, and the South Riding of the County of Essex, since the General Election of 1894, shewing: (1) the number of votes polled for each Candidate in each Electoral District. (2) The majority whereby each successful Candidate was returned. (3) The total number of votes polled in each District. (4) The total number of votes remaining unpolled. (5) The number of names on the Voters' List in each District. (6) The number of Ballot Papers sent out, and how disposed of in each Polling Sub-division. (7) The number of Tendered Ballots sent out. (8) The population of each District as shown by the last Census. Presented to the Legislature, 15th February, 1897. *Printed.*
- No. 38.. Report on Capital and Income Accounts of the Toronto University for the year ending 30th June, 1896. Presented to the Legislature, 11th February, 1897. *Printed.*
- No. 39.. Report of the Standing Committee on Finance Toronto University, 1896-7. Presented to the Legislature, 11th February, 1897. *Printed.*
- No. 40.. Report of the Commissioners on Toll Roads. Presented to the Legislature, 11th February, 1897. *Not printed.*
- No. 41.. Copy of an Order in Council directing that certain money be paid to His Honour Judge Jamieson out of the surplus Surrogate fees for the year 1895. Presented to the Legislature, 11th February, 1897. *Not printed.*
- No. 42.. Report on the distribution of the Statutes for the year 1896. Presented to the Legislature 11th February, 1897. *Not printed.*
- No. 43.. Copy of an Order in Council directing that certain money be paid to His Honour Judge Mosgrove out of the surplus Surrogate fees for the year 1895. Presented to the Legislature 15th February, 1897. *Not printed.*
- No. 44.. Return to an Order of the House, of the 18th day of March, 1896, for a Return shewing the amount the Government obtained for timber limits sold in the Township of Oakley. The amount obtained for timber dues on the timber cut in the said Township and the amount which has been expended by the Government on the roads and bridges of the Township, and all other expenditures by the Government in or for the Township. Also, the same information as to the entire District of Muskoka. Also, the number of patents issued in the Township of Oakley and the number of present locatees who have not received patents and the number of acres thereof still the property of the Crown. Presented to the Legislature 22nd February, 1897. Mr. Langford. *Not printed.*

- No. 45.. Detailed Statement of all Bonds and Securities recorded in the Provincial Registrar's office since the last Return submitted to the Legislative Assembly, made in accordance with the provisions of the Statute, 32 Vic., cap. 29. Presented to the Legislature 26th February, 1897. *Not printed.*
- No. 46.. Regulations respecting Public and High Schools in Ontario in 1896. Presented to the Legislature 26th February, 1897. *Printed.*
- No. 47.. Copy of an Order in Council appointing certain persons Members of the Educational Council. Presented to the Legislature 26th February, 1897. *Not printed.*
- No. 48.. Statement of the affairs of the Toronto General Trusts Company for the year 1896. Presented to the Legislature 26th February, 1897. *Not printed.*
- No. 49.. Statement shewing Railways in the Province which have received Provincial aid up to 31st December, 1896. Presented to the Legislature 2nd March, 1897. *Printed.*
- No. 50.. Copy of an Order in Council, approved by Colonel Sir Casimir Stanislaus Gzowski, K.C.M.G., Administrator of the Government of the Province, on the 19th day of February, 1897, relating to a license of occupation granted to Colonel Engledue of Byfleet, Surrey, England, and his associates, covering certain locations in the District of Rainy River. Presented to the Legislature 15th and 16th March, 1897. *Printed.*
- No. 51.. Report of the Master of Titles for the year 1896. Presented to the Legislature 15th March, 1897. *Printed.*
- No. 52.. Return to an Order of the House of the 26th day of February, 1897, for a Return giving a summarized statement of the amounts paid by the Government of Ontario in connection with the Dominion-Provincial Arbitration, and to whom, year by year. Presented to the Legislature 15th March, 1897. Mr. Whitney. *Not printed.*
- No. 53.. Return to an Order of the House of the nineteenth day of February, 1896, for a Return, shewing the names of all persons, firms or companies indebted to the Province, since the date of the last Return made to this House, on account of timber dues, ground rent or bonuses for timber limits; the amount of indebtedness in each case; the balance, if any, due by such persons, firms or companies at the date of last Return, and the total amount of such indebtedness on the first day of January, 1896. Presented to the Legislature, 15th March, 1897. Mr. Munter. *Not printed.*
- No. 54.. Analysis of Reports of Electoral District, Township Agricultural and Horticultural Societies. Presented to the Legislature, 15th March, 1897. *Not printed.*

- No. 55.. Return to an Order of the House of the eighth day of March, 1897, for a Return shewing what was the amount of stock on hand in the Central Prison Industries on the 30th September in each of the years 1891, 1892, 1893, 1894, 1895 and 1896. Also, what was the amount of the outstanding account in connection with the Central Prison Industries on the 30th September in each of the above years. Shewing also, what was the amount of the net revenue from the Central Prison Industries on the 30th September in each of the above years. Presented to the Legislature, 15th March, 1897. Mr. *Marter*. *Not printed*.
- No. 56.. Report on the House of Refuge for the County of Huron for the year 1896. Presented to the Legislature, 23rd March, 1897. *Not printed*.
- No. 57.. Report on the House of Refuge for the County of Waterloo for the year 1896. Presented to the Legislature, 23rd March, 1897. *Not printed*.
- No. 58... Return to an Order of the House of the fifth day of March, 1897, for a Return of copies of the Minutes of meetings of the new Educational Council since its establishment, together with copies of all correspondence between the Minister of Education and the Council. Presented to the Legislature, 23rd March, 1897. Mr. *Whitney*. *Not printed*.
- No. 59.. Return to an Order of the House of the tenth day of March, 1897, for a Return shewing the names, occupations and dates of appointment of the issuers of Marriage Licenses made during the years 1894, 1895 and 1896. Also, the number of Marriage Licenses issued in the years 1894, 1895 and 1896, and the amounts received by the Province from this source of income. Presented to the Legislature, 25th March, 1897. Mr. *Ryerson*. *Not printed*.
- No. 60.. Return to an Order of the House of the twenty-fourth day of February, 1897, for a Return shewing the number of Pupils at each High School and Collegiate Institute, who passed, for the first time, the Primary Examination in July last. And shewing in the case of each High School and Collegiate Institute, the average length of time these candidates had attended, prior to so passing. Presented to the Legislature, 26th March, 1897. Mr. *Whitney*. *Printed*.
- No. 61.. Report of the Inspector of Registry Offices for the year 1896. Presented to the Legislature, 30th March, 1897. *Printed*.
- No. 62.. Copies of Orders in Council respecting the administration of the Game Laws. Presented to the Legislature, 30th March, 1897. *Not printed*.
- No. 63.. Return to an Order of the House of the second day of April, 1896, for a Return of copies of all correspondence between the Government, or any member thereof, and any person respecting the opening of a certain letter addressed to F. R. Davidson, Burlington, by E.

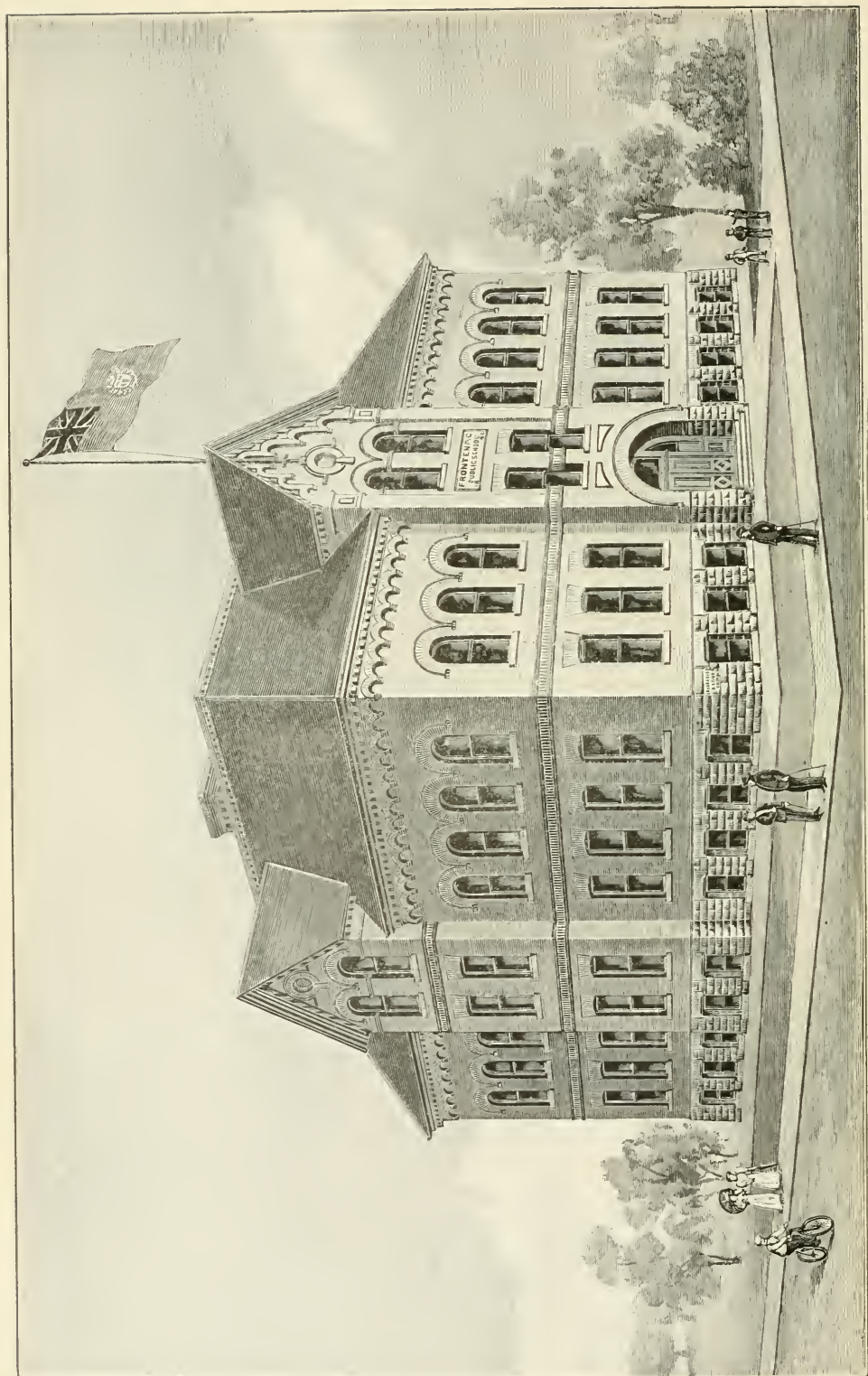
Richardson, at the request of one Welsh, Emigrant Agent at the G. T. R. Station, Toronto, in the year 1895. Presented to the Legislature 30th March, 1897. Mr. *Kerns*. *Not printed*.

- No. 64.. Return to an Order of the House of the seventeenth day of March, 1897, for a Return giving copies of all correspondence between any member of the Government and any officer of the Northern Exhibition held at Walkerton, relating to the withholding of money payable to prize winners. Presented to the Legislature 30th March, 1897. Mr. *Carnegie*. *Not printed*.
- No. 65.. Return to an Order of the House of the fifteenth day of March, 1897, for a Return of copies of any report of the Inspector of Division Courts, and all other documents in connection with the dismissal of John Dickinson, Bailiff. Also, giving the names of all applicants for the position, and copies of all correspondence regarding the same. Presented to the Legislature 31st March, 1897. Mr. *Ryerson*. *Not printed*.
- No. 66.. Return to an Order of the House of the fifteenth day of March, 1897, for a Return of all correspondence between the Government, or any member of the Government, or the Chief Game Warden, and any member of the Government of the Province of Quebec, with reference to the provision of the Game Laws of the two Provinces requiring residents of each Province to take out licenses in order to enjoy the privilege of shooting in the other Province. Presented to the Legislature 31st March, 1897. Mr. *Barr*. *Not printed*.
- No. 67.. Copy of an Order in-Council respecting regulations made and established under the Algonquin National Park Act. Presented to the Legislature 2nd April, 1897. *Not printed*.
- No. 68.. Return to an order of the House of the thirty-first day of March, 1897, for a Return of copies of all correspondence between the Chief Game Warden and Alexander Dixon, touching the conduct of Deputy Game Warden Smith. Presented to the Legislature 5th April, 1897. Mr. *Ryerson*. *Not printed*.
- No. 69.. Papers *re* application of Estate of Alexander McArthur *re* Timber Berth, Township of Lumsden. Presented to the Legislature 7th April, 1897. *Printed*.
- No. 70.. Return to an Order of the House of the twenty-fourth of March, 1897, for a Return of the names of all persons or municipalities, who during the years 1890, 1891, 1892, 1893, 1894, 1895 and 1896, made application to the Government, under the Municipal Act, for an investigation into the financial condition of the municipality, and shewing how many were granted and how many refused, with the cause for refusal in each case. Presented to the Legislature 7th April, 1897. Mr. *Kerns*. *Not printed*.
- No. 71.. Return to an Order of the House of the eighth day of March, 1897, for a Return from the Clerks of the Police Courts at Toronto, Hamil-

ton, London, Kingston and Ottawa, shewing 1st. The number of times the Children's Court sat from the first day of January, 1896, to the first day of January, 1897. 2nd. The number of children brought before the Court. 3rd. The ages of such children. 4th. The ages of children sent to Penetanguishene Reformatory. 5th. The ages of children sent to Industrial Schools. 6th. Nationality. 7th. Religion. 8th. The nature of the offences or reasons why brought before the Court. 9th. How disposed of. 10th. Number of children who were before the Court twice, and under four times. 11th. The number before the Court four times and upwards. 12th. The highest number of times any one child was before the Court. 13th. The number of parents summoned to answer for their children. 14th. The number who appeared. 15th. The Courts in which a separate calendar for juvenile offenders is kept. And shewing as well the number of children under thirteen received into the Penetanguishene Reformatory and Mercer Refuge during the last two years, and the special reasons for their receptions. Presented to the Legislature 8th April, 1897. Mr. *Howland*. *Not printed*.

No. 72.. Report of the Secretary and Registrar of the Province for the year 1896. Presented to the Legislature 9th April, 1897. *Printed*.

No. 73.. Return to an Order of the House of the twelfth day of March, 1897, for a Return of copies of all Orders-in-Council during the past year, referring to the sale of timber berths by tender rather than by public auction, and giving a statement showing the dates and the reasons for such sales; the number of square miles sold to each purchaser and the price at which the same were sold in each case. The names of each person so tendering for berths and the amount of each tender. Presented to the Legislature 10th April, 1897. Mr. *Whitney*. *Not printed*.



"FRONTENAC" PUBLIC SCHOOL, KINGSTON.

REPORT
OF THE
MINISTER OF EDUCATION
(ONTARIO),
FOR THE YEAR
1896.
WITH THE STATISTICS OF 1895.

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO.



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1897.

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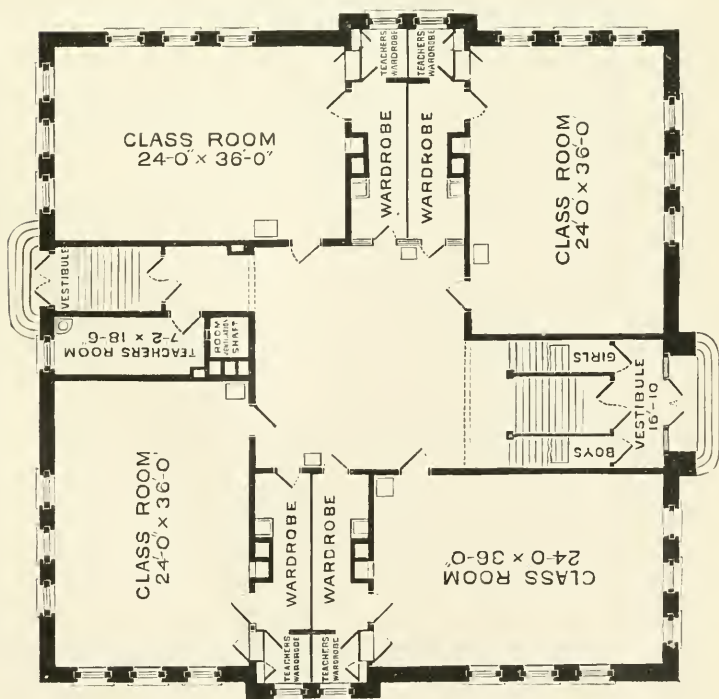
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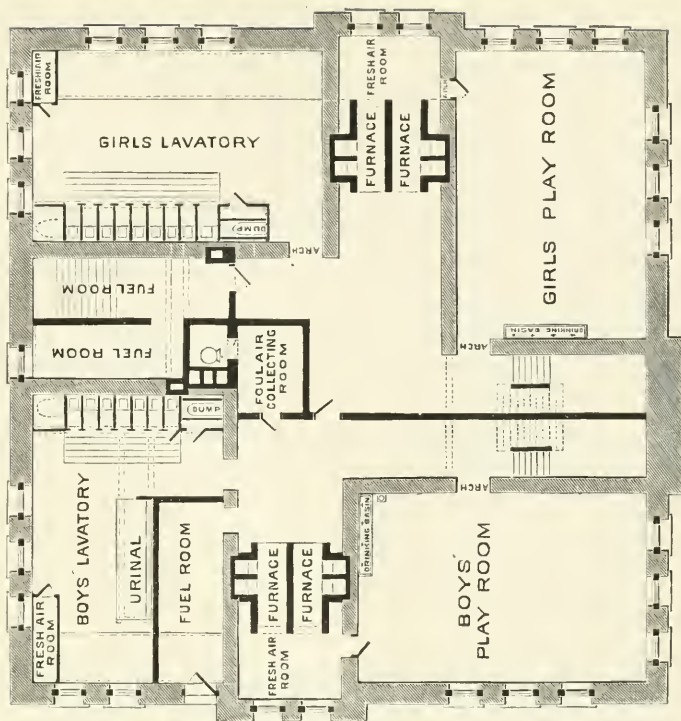
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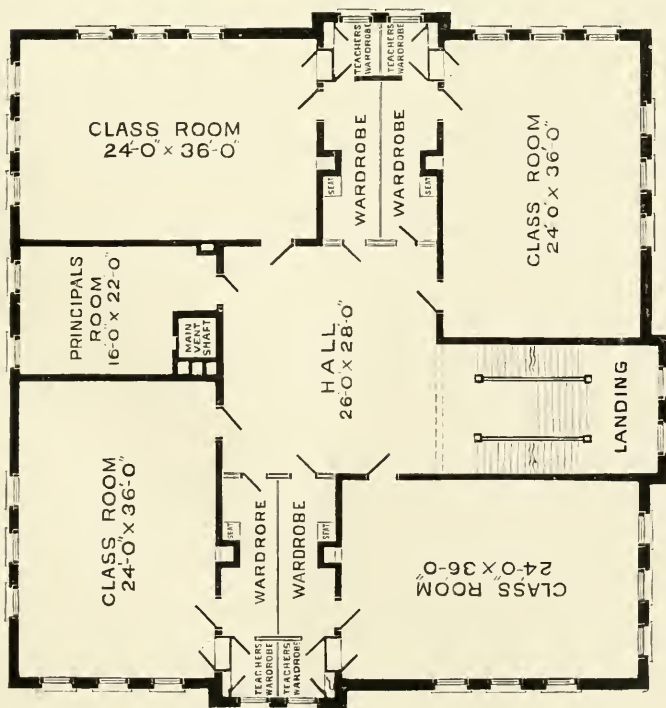


First Floor Plan.

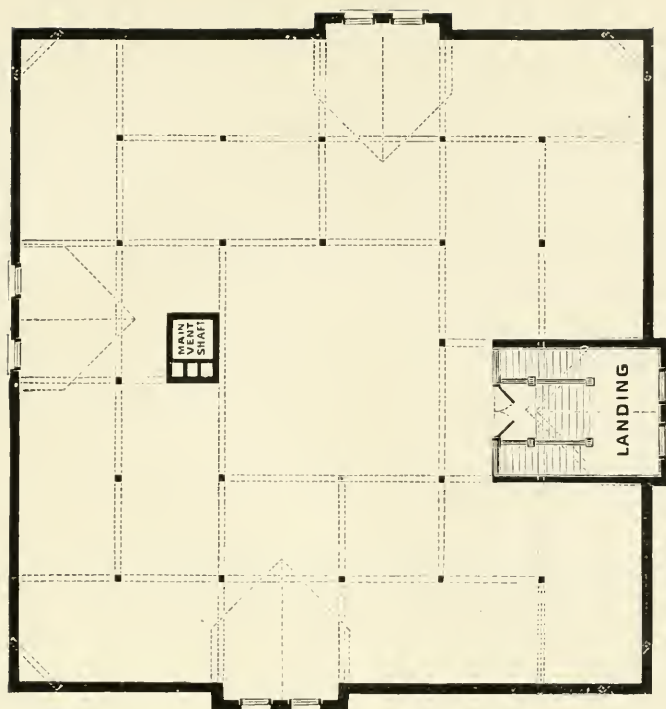


Basement Plan.

"FRONTENAC" PUBLIC SCHOOL, KINGSTON.



Second Floor Plan.



Third Floor Plan.

GENERAL REPORT 1896.

EDUCATION DEPARTMENT.

MINISTER OF EDUCATION :

HON. G. W. ROSS, LL. D.

DEPUTY MINISTER OF EDUCATION :

JOHN MILLAR, B A.

FRANCIS J. TAYLOR,	-	-	-	-	-	Chief Clerk and Accountant.
HENRY R. ALLEY,	.	-	-	-	-	Clerk and Minister's Secretary.
J. T. R. STINSON,	-	-	-	-	-	Senior Clerk.
H. M. WILKINSON,	-	-	-	-	-	"
A. C. PAULL,	-	-	-	-	-	"
F. N. NUDEL,	-	-	-	-	-	"
W. W. JEFFERS,	-	-	-	-	-	"
J. E G QUESNEL,	-	-	-	-	-	Junior Clerk.
R J. BRYCE,	-	-	-	-	-	"
S. A. MAY,	-	-	-	-	-	"
THOMAS GREENE,	-	-	-	-	-	"
WILLIAM LEMON,	-	-	.	-	-	"
W. G. MILLIGAN,	-	-	-	-	-	"
MISS C. J. JEFFREY,	-	-	-	-	-	Stenographer.
J. G. HODGINS, LL. D.,	-	-	-	-	-	Librarian and Historiographer.
MISS J. M. CROOKS,	-	-	-	-	-	Assistant Librarian.
S. P. MAY, M.D., C.L.H.,	-	-	-	-	-	Superintendent of Public Libraries and Art Schools.
WLLIAM PAKENHAM, M.A.,	-	-	-	-	-	Registrar of the Educational Council and Chairman of the Boards of Examiners.
L. MoCORKINDALE,	-	-	-	-	-	Caretaker.

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1896

WITH THE STATISTICS OF 1895

TO THE HONORABLE GEORGE AIREY KIRKPATRICK, LL.D., Q.C.,
Lieutenant-Governor of the Province of Ontario.

MAY IT PLEASE YOUR HONOR:

I herewith present the Report of the Education Department for the year 1896, together with the statistics for the year 1895.

SUMMARY OF STATISTICS.

** Elementary Schools.*

Number of Public Schools	5,660
Increase for the year.....	11
Number of Roman Catholic Separate Schools	334
Increase for the year.....	6
Number of Protestant Separate Schools	10
Number of Kindergartens	95
Number of teachers	201
Number of Night Schools	31
Number of teachers	56
Amount expended for Public School houses (sites and buildings)	\$372,586
" " Public School teachers' salaries	\$2,698,925
" " all other purposes	\$829,076

* The Curriculum of Elementary Schools embraces the following subjects: Reading, Writing, Arithmetic, Drawing, Geography, Music, Grammar, History, Physiology and Temperance, Drill and Calisthenics, Bookkeeping, Algebra, Geometry, Botany, Elementary Physics, Agriculture.

Total amount expended on Public Schools	\$3,900,537
Decrease	\$10,297
Estimated value of Public School property	\$10,599,439
Number of persons in the Province between the ages of 5 and 21	600,615
Increase for the year	6,775
Number of registered pupils of all ages in the Public Schools during the year	444,778
Increase for the year	1,337
Average attendance of pupils in the Public Schools during the year	247,459
Increase for the year	2,453
Number of pupils in Roman Catholic Separate Schools	39,773
Increase for the year	11
Average attendance of pupils in Roman Catholic Separate Schools	24,090
Increase for the year	762
Number of pupils in Protestant Separate Schools	492
Decrease for the year	23
Average attendance of pupils in Protestant Separate Schools	307
Increase for the year	111
Number of pupils attending Kindergartens	9,511
Increase for the year	161
Average attendance of pupils at Kindergartens	3,646
Decrease for the year	35
Number of pupils attending Night Schools	2,130
Increase for the year	193
Average attendance of pupils at Night Schools	443
Decrease for the year	1
Percentage of average attendance to total attendance in Public Schools	56
Number of persons employed as teachers in the Public Schools during the year: Men, 2,695; women, 5,463; total	8,158
Increase for the year: Men, 33; women, 15	
Number of teachers who have attended a Normal School	3,219
Number of teachers who have attended a County Model School in 1896	1,637
Average annual salary of male teachers in Public Schools	\$408
Decrease for the year	\$13
Average annual salary of female teachers in Public Schools	\$298
Decrease for the year	\$2
Cost of inspection of Public Schools	\$90,870 55

** Secondary Schools.*

Number of High Schools (including Collegiate Institutes)	129
Number of teachers in High Schools	570
Increase for the year	16
Number of pupils in High Schools	24,662
Increase for the year	1,139
Amount expended for High School teachers' salaries	\$526,274
" " school-houses (sites and buildings)	\$59,736
" " all other High School purposes	\$134,574
Total amount expended on High Schools	\$720,584
Estimated value of High School property	\$1,702,620

* The Curriculum of Secondary Schools includes all the subjects required for matriculation into the University.

SPECIAL REPORT ON THE MORAL STANDING OF PUPILS AND TEACHERS.

In order to ascertain how far the moral tone of the Public Schools of the Province was being affected by the influence of the teacher upon the character and deportment of the school population, I addressed the following circular to the Public School Inspectors :

CIRCULAR TO INSPECTORS OF PUBLIC SCHOOLS.

For the information of the Education Department, I shall be pleased if you will report on the moral standing of the pupils and teachers in your Inspectoral Division, having regard to the enquiries made in the Memorandum hereto attached.

In the education of the youth of the country, it is of the first importance that the School System maintained by the State should aim at the development of the highest citizenship. While intellectual power and acumen contribute to that end, it is beyond question that the forces which lie at the foundation of the best and strongest character are moral and religious. Whether these forces are growing stronger and more effective in the formation of a better manhood and womanhood should be known to the teachers and inspectors of the Province. Your experience will be helpful to the Education Department in estimating the value of the moral training of the school room. I shall thank you to compress your remarks, if possible, within six pages of foolscap and to transmit them on or before the 24th inst., for publication in the next annual report.

Education Department,
Toronto, December 18th, 1896.

GEO. W. ROSS,
Minister of Education.

MEMORANDUM WITH RESPECT TO PUPILS.

Is truancy on the increase? Are pupils given to quarreling as much as they were ten or twenty years ago? Are they more courteous to each other, more humane to dumb animals, less boisterous on the public highway, more truthful and straightforward in school and on the play-ground, more to be trusted out of the teacher's presence, more easily controlled without corporal punishment, more disposed to consider the comfort of the teacher, more tidy and cleanly in their personal habits and generally more refined in their manner? What are the commonest school offences?

MEMORANDUM WITH RESPECT TO TEACHERS.

Has the moral tone of the teaching profession improved since you became Inspector? How many teachers have you suspended during the year for immorality? What percentage of your teachers are abstainers from alcoholic drinks? Is corporal punishment on the increase? Is school discipline less or more difficult than formerly? What forms of punishment prevail? What methods are adopted for the moral improvement of pupils? Describe as fully as you can the moral instruction of the school room? Is it direct or indirect, or both? What proportion of your teachers belong to some Christian church as near as you know? Do many of them teach in a Sunday school? Do they follow the Regulations regarding religious instruction? Are these exercises conducted reverently? Do you consider them, in the light of your experience, helpful from a moral and religious standpoint? Would it be likely to arouse religious strife to authorize teachers to give direct religious instruction by the exposition of the Scripture lesson? Do trustees and ratepayers demand the extension of the time now allowed for religious exercises? Is the moral character of the teacher generally helpful to the pupils? Are your teachers and trustees willing to allow clergymen to visit their schools and talk to the pupils?

The replies of the Inspectors will be found in Appendix D.

I. PUBLIC SCHOOLS.

1.—SCHOOL POPULATION—ATTENDANCE.

School Population.

The school population of the province, as ascertained through the assessors, is as follows :

Year.	School age.	School population.	Pupils registered, under 5.	Pupils registered, 5 to 21.	Pupils registered, over 21.	Total number of pupils registered.	Average attendance.	Percentage of average attendance to total number attending school.
1867	5-16	447,726	.....	*380,511	+21,132	401,643	163,974	41
1872	5-16	495,756	.....	*433,661	+20,998	454,662	188,701	42
1877	5-16	494,804	1,430	488,553	877	490,860	217,184	44
1882	5-16	483,817	1,352	469,751	409	471,512	214,176	45
1887	5-21	611,212	1,569	491,242	401	493,212	245,152	50
1892	5-21	595,238	1,636	483,643	391	485,670	253,830	52
1893	5-21	592,503	1,618	479,099	351	481,068	259,426	54
1894	5-21	593,840	1,740	480,979	481	483,203	268,334	56
1895	5-21	600,615	1,545	482,616	390	484,551	271,549	56

* 5-16. + Other ages.

NOTE.—The Minister's Report (for purpose of comparison with previous years in which R. C. Separate Schools were included with Public Schools) includes R. C. Separate Schools. In the Statistical Tables, A, B, C, D, E, the Separate Schools are excluded.

2. —CLASSIFICATION OF PUPILS.

Year.	1st Reader—Parts I. and II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.	Geography.	History.	Music.	Grammar and composition.	Temperance and hygiene.
1867 ..	79,365	80,710	83,211	63,896	71,987	231,734	241,501	5,450	272,173	61,787	47,618	147,412	....
1872 ..	160,828	100,245	89,721	67,410	29,668	322,688	327,218	57,582	327,139	109,639	110,083	282,156	.....
1877 ..	152,002	108,678	135,824	72,871	19,857	393,036	402,248	153,036	375,951	116,865	168,942	226,977	.....
1882 ..	161,810	101,229	117,352	71,740	10,357	398,401	419,557	176,432	280,517	150,989	158,694	209,184	33,926
1887 ..	192,361	100,533	103,096	81,984	10,238	466,389	469,415	395,097	316,791	191,751	203,567	270,856	71,525
1892 ..	187,947	96,074	99,345	88,934	13,370	465,516	470,813	435,239	334,947	253,956	220,941	297,331	171,594
1893 ..	185,177	93,448	99,274	88,850	14,319	462,765	467,004	433,610	337,100	259,070	207,145	299,703	178,208
1894 ..	185,115	94,158	98,785	89,497	15,648	466,927	471,904	435,541	338,371	264,896	206,346	303,913	191,406
1895 ..	184,334	93,494	98,606	90,181	17,936	468,717	474,702	447,633	339,895	276,017	214,855	310,925	191,715

From the statistics given it will be seen that the number of pupils in the 4th and 5th Forms has been steadily increasing. There is also a very gratifying increase in the number studying History, Geography and Composition. The provision in the regulations of 1885, whereby Canadian history was made compulsory for entrance to the High Schools, has led no doubt to a better knowledge of these great events which affect the destiny of the Dominion, which cannot fail, on account of their importance, to be stimulating to the patriotism of all pupils attending the schools of the Province.

Temperance and Hygiene.

It is also worthy of notice that the number of pupils receiving instruction in Temperance and Hygiene has increased from 33,926 in 1882, to 191,715 in 1895. Having regard to the great importance of the knowledge of physiology and the injurious effects of alcoholic stimulants on the human system, provision was made by statute in 1886 for placing this subject on the course of study for Public Schools. Instruction was also provided under departmental regulation for teachers-in-training at County Model Schools and Normal Schools, to be followed by an examination as an essential pre-requisite to their final recognition as duly qualified teachers. In 1893, this subject was made compulsory for entrance to High Schools and Collegiate Institutes, so that no pupil who pursues his studies as far as the 5th Form can fail to be reasonably well acquainted with the conditions on which his health and physical vigor depend, as well as with the dangerous tendency of stimulants and narcotics to produce weakness and disease.

Kindergartens.

The system of Kindergarten instruction, first introduced into Ontario in 1882, and subsequently made part of the School System of the province, by the Public Schools Act of 1885, has met with encouraging success. A report of the pupils receiving instruction in this way was first made in 1892. This report showed that in the short space of ten years, 66 kindergartens were established, with 160 teachers, attended by 6,375 children under 6 years of age. In 1895 the number of Kindergartens had increased to 95, with 201 teachers, attended by 9,501 pupils under 6 years of age. The report of the inspector for 1896 will be found in Appendix E.

Night Schools.

The whole number of Night Schools aided in 1895 was 31, the number of teachers 56, and the number in attendance 2,130. This number does not include the attendance upon the classes established by Mechanics' Institutes and Art Schools.

3 TEACHERS' CERTIFICATES.

Teachers' Certificates—Summary from 1867 to 1895.

Year.	Public school teachers.	Male.	Female.	1st class.	2nd class.	3rd class.	Other certificates, including old County Boards, etc.	Number of teachers who attended Normal Schools.
1867.....	4,890	2,849	2,041	1,899	2,454	386	151	666
1872.....	5,476	2,626	2,850	1,337	1,477	2,084	578	828
1877.....	6,468	3,020	3,448	250	1,304	3,926	988	1,084
1882.....	6,837	3,062	3,795	246	2,169	3,471	971	1,873
1887.....	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892.....	8,480	2,770	5,710	261	3,047	4,299	873	3,038
1893.....	8,647	2,785	5,862	261	3,074	4,259	1,053	3,122
1894.....	8,824	2,795	6,029	262	3,184	4,351	1,027	3,207
1895.....	8,913	2,843	6,070	276	3,265	4,412	960	3,261

Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province.	Average salary, male teacher, counties.	Average salary, female teacher, counties.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.
1867.....	\$ 1,350	\$ 346	\$ 226	\$ 261	\$ 189	\$ 532	\$ 243	\$ 464	\$ 240
1872.....	1,000	360	228	305	213	628	245	507	216
1877.....	1,100	398	264	379	251	735	307	583	269
1882.....	1,100	415	269	385	248	742	331	576	273
1887.....	1,450	425	292	398	271	832	382	619	289
1892.....	1,500	421	297	383	239	894	402	648	298
1893.....	1,500	423	300	383	272	911	409	655	301
1894.....	1,500	421	300	376	269	876	415	632	303
1895.....	1,500	408	298	365	258	864	419	642	301

4. RECEIPTS AND EXPENDITURE.

Year.	Receipts.				Expenditure.					
	Legislative grants.	Municipal school grants and assessments.	Clergy reserve fund, balances and other sources.	Total receipts.	Teachers' salaries.	Maps, apparatus, prizes, etc.	Sites and building school houses.	Rent, repairs, fuel and other expenses.	Total expenditure.	Cost per pupil.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ c.
1867....	187,153	1,151,583	331,599	1,670,335	1,033,517	31,354	149,195	199,123	1,473,189	8 67
1872....	225,318	1,763,492	541,460	2,530,270	1,371,594	47,799	456,043	331,928	2,207,364	4 85
1877....	251,962	2,422,432	730,687	3,405,081	2,038,039	47,539	477,393	510,458	3,073,489	6 26
1882....	265,738	2,447,214	757,038	3,469,990	2,144,449	15,583	341,918	525,025	3,026,975	6 42
1887....	268,722	3,084,352	978,283	4,331,357	2,458,540	27,509	544,520	711,535	3,742,104	7 59
1892....	233,791	3,300,512	1,227,596	4,811,899	2,752,629	40,003	427,321	833,965	4,053,918	8 40
1893....	287,852	3,265,292	1,193,108	2,746,252	2,798,199	40,234	350,942	862,085	4,051,460	8 54
1894....	299,217	3,460,328	1,212,962	4,972,507	2,822,731	50,465	445,386	869,549	4,248,131	8 79
1895 ...	298,419	3,332,995	1,236,901	4,868,315	2,861,650	56,633	420,698	858,211	4,197,192	8 67

II.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Expenditure—Teachers.				Number of pupils attending—Number of studies.							
	Schools open.	Total receipts.	Total expenditure.	Teachers.	Pupils.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Temperance and hygiene.
1867..	161	48,623	42,719	210	18,921	18,924	10,749	10,559	8,666	5,638	.....	.....
1872..	171	68,810	61,817	254	21,406	21,403	13,699	12,189	8,011	7,908	.....	.....
1877..	185	120,266	114,806	331	24,952	24,952	17,932	17,961	13,154	11,174	.....	.....
1882..	190	166,739	154,340	330	26,148	26,148	21,052	21,524	13,900	11,695	7,548	2,033
1887..	229	229,848	211,223	491	30,373	30,373	27,824	28,501	19,608	18,678	21,818	8,578
1892..	312	326,034	239,838	662	37,466	37,466	35,565	35,936	26,299	22,755	32,682	11,056
1893..	313	305,767	270,729	684	38,067	38,067	36,415	36,790	27,409	22,919	33,326	11,575
1894..	328	392,392	337,307	714	39,762	39,762	38,111	38,449	27,304	23,468	34,945	13,893
1895..	334	331,561	296,655	755	39,773	39,773	38,029	38,616	27,871	22,953	35,234	12,382

III.—PROTESTANT SEPARATE SCHOOLS.

The complete list of Protestant Separate Schools is as follows :

Anderdon, No. 6 Bromley, No. 9 Cambridge, No. 1 Marlboro', No. 2 Osgoode, No. 6 Plantagenet North, Puslinch, Rama, L'Original, Penetanguishene.

They were attended by 492 pupils. The whole amount expended for their maintenance was \$6,183. Three teachers held a Second Class Certificate, eight a Third, and two were holders of a temporary certificate.

IV.—HIGH SCHOOLS.

(Including Collegiate Institutes)

I.—RECEIPTS, EXPENDITURE, ATTENDANCE, ETC.

The following statistics respecting High Schools will be found suggestive :

Year.	Schools open.	Teachers.	Receipts.			Expenditure.			Pupils	Percentage of average attendance to total attendance.	Cost per pupil.
			Amount of fees.	Legislative grant.	Total receipts.	Paid for teachers' salaries.	Paid for sites and building school houses, rents and repairs.	Total expenditure.			
			\$	\$	\$	\$	\$	\$			\$ c.
1867.....	103	159	15,605	54,562	134,579	94,820	19,190	124,181	5,696	55	21 80
1872.	104	239	20,270	79,543	223,259	141,812	31,360	210,005	7,968	56	26 36
1877.....	104	280	20,753	78,762	357,521	211,607	51,417	343,710	9,229	56	37 24
1882.....	104	332	29,270	84,304	373,150	253,864	19,361	343,720	12,348	53	27 56
1887.....	112	398	56,198	91,977	529,323	327,452	73,061	495,612	17,459	59	28 38
1892.....	128	522	97,273	100,000	793,812	472,029	91,108	696,114	22,837	60	30 48
1893.	129	538	105,676	100,000	900,721	499,988	158,267	823,722	23,035	60	35 80
1894.....	129	554	109,267	100,000	740,651	507,441	48,159	688,532	23,523	62	29 27
1895.....	129	570	114,862	100,000	761,727	526,274	59,736	720,583	24,662	61	29 22

2.—CLASSIFICATION, ETC.

Year.	English.					Mathematics.				Science.		
	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany
1867..	5,467	4,091	.....	4,634	5,264	5,526	2,841	1,847	141	1,876	840	.....
1872..	7,881	7,278	.....	7,513	7,715	7,834	6,033	2,592	174	1,921	1,151	.....
1877..	8,819	8,772	.....	9,106	9,158	9,227	8,678	8,113	359	2,168	2,547	.....
1882..	12,275	12,189	.....	12,220	12,106	12,261	11,742	11,148	397	2,880	2,522	.....
1887..	17,036	17,171	16,649	17,010	16,962	16,939	16,904	14,839	1,017	5,265	3,411	4,640
1892..	22,530	22,525	22,468	22,328	22,118	21,869	22,229	17,791	1,154	6,601	3,710	6,189
1893..	22,861	22,827	22,702	22,870	22,051	22,297	22,649	19,472	1,119	7,098	4,206	5,976
1894..	23,348	23,360	23,416	23,369	23,418	22,404	23,253	20,569	1,353	7,335	4,880	6,088
1895..	24,349	24,565	24,554	50,521	21,598	23,031	24,335	17,881	1,436	9,887	5,671	11,941

CLASSIFICATION, ETC.

Year.	Languages.				Drawing.	Vocal Music.	Bookkeeping and commercial transactions.	Commercial certificates.	Left for mercantile life.	Left for agriculture.	Who joined any learned profession.	Matriculated.	Number of schools charging fees.
	Latin.	Greek.	French.	German.									
1867.....	5,171	802	2,164	....	676	....	1,283	.....	....	....	.....	56	57
1872.....	3,860	900	2,828	341	2,176	....	3,127	.....	486	300	213	78	28
1877.....	4,955	871	3,091	442	2,755	....	3,621	.....	555	328	564	145	35
1882.....	4,591	815	5,363	962	3,441	....	5,642	.....	881	646	751	272	37
1887.....	5,409	997	6,180	1,350	14,295	1,955	14,064	.....	1,141	882	791	305	58
1892.....	9,006	1,070	10,393	2,796	16,980	948	16,700	2,640	1,111	1,006	393	471	77
1893... ..	8,318	1,008	10,482	2,854	16,290	550	16,033	2,845	1,072	1,048	356	415	73
1894.....	9,366	1,080	10,530	2,785	14,827	413	15,101	3,592	1,036	934	469	482	84
1895.....	12,587	1,419	11,866	3,464	14,593	298	14,164	3,165	1,201	1,112	503	527	82

Classification.

From a study of the classification of High Schools and Collegiate Institutes, two or three very striking changes in the tendency of higher education may be worthy of notice. For instance, in 1867, only 1,283 pupils or 23 per cent. of the whole number studied commercial subjects such as Bookkeeping; in 1895 this subject was taken by 14,164 pupils or 58 per cent. of the whole attendance. In 1867, 5,171 pupils or 90 per cent. of the whole attendance studied Latin; in 1895 the number of pupils in Latin was 12,587 about 50 per cent. of the number in attendance. In 1867, 15 per cent. studied Greek; in 1895 only 6 per cent. were engaged in studying this subject. In 1867, 38 per cent. of pupils studied French and none studied German; in 1895 these numbers had increased to 48 per cent. and 14 per cent. respectively. There also has been a large increase in the number studying Drawing; the total in 1867 being 676, and in 1895 14,593. Vocal Music is taught in 4 schools.

Matriculation.

Perhaps the best test of High School work is that of matriculation into the Universities of the Province. The number of pupils who passed this test successfully in 1867 was 56, and in 1895, 527.

Diffusion of High School Education.

When the High School System of the Province was first inaugurated, its primary object was to prepare pupils for the learned professions and especially for the University. While in that respect our High Schools amply fulfil their original purpose, in later years the course of education which they provide has been considered a desirable qualification for various other pursuits in life. Many young men in preparing for mercantile life or for agriculture take advantage of the High School, perhaps not so much because of the direct training which it gives for their intended calling as for the superior culture which it provides. In 1872, 486 High School pupils, when they finished their High School education, entered mercantile life. In 1895 the number had increased to 1,201. Similarly, 300 High School pupils left the High School for agricultural pursuits, and in 1895, 1,112 pupils pursued a similar course. In all, the High Schools gave to mercantile life and to agriculture in 1895 2,313 pupils of well-recognized educational standing, and to the Universities and the learned professions the same year, 1,030. The whole number who left the High School for mercantile life since 1872 was 19,910, and for agriculture, 15,598.

V.—DEPARTMENTAL EXAMINATIONS.

ENTRANCE EXAMINATIONS, 1887-1896.

	Candidates ex- amined.	Candidates passed.
1877.....	7,383	3,836
1882.....	9,607	4,371
1887.....	16,248	9,364
1892.....	16,409	8,427
1893.....	16,500	8,823
1894.....	17,093	8,889
1895.....	17,023	10,049
1896.....	16,696	10,240

PUBLIC SCHOOL LEAVING EXAMINATIONS, 1892-96.

	No. of candidates examined.	No. of candidates who passed.
1892.....	432	195
1893.....	539	268
1894.....	2,021	690
1895.....	2,630	1,395
1896.....	3,239	1,836

Departmental and Matriculation Examinations.

Year of examination.	No. of candidates exam- ed.	No. who received primary certificates.	No. who received junior leaving certificates.	No. who received senior leaving certificates.	No. of appeals.	No. of appeals sustained.
1896.....	13,220	1,251	1,725	312	1,021	182

Table showing the number of Teachers in-Training at County Model Schools, Normal College, Provincial Normal Schools, etc.

Year.	County Model Schools.			Normal College.		Normal and Model Schools, etc.					
	No of schools.	No. of teachers in training	No. that passed final examination.	No. of teachers.	No. of students.	No. of Normal School teachers.	No. of Normal School students.	No. of Model Schools and Kindergarten teachers	No. of Model Schools and Kindergarten pupils.	Receipts from fees of Normal Schools, Model Schools and Kindergarten pupils.	Expenditure, Normal and Model Schools.
1877.....	50	1,146	1,124	.....	.....	13	257	8	643	\$ c. 7,909 22	\$ c. 25,780 88
1882.....	46	882	837	.....	.....	16	260	15	799	13,783 50	44,888 02
1887.....	55	1,491	1,376	.....	.....	13	441	18	763	13,427 00	40,188 66
1892.....	59	1,283	1,225	10	96	12	438	22	842	19,016 00	45,724 12
1893.....	59	1,582	1,456	10	82	12	412	22	805	16,873 00	45,931 60
1894.....	59	1,750	1,587	10	107	12	379	21	709	17,231 00	46,403 90
1895.....	60	1,834	1,644	10	149	13	412	21	801	17,849 63	45,688 47
1896.....	60	1,637	1,549	13	125	13	445	21	814	17,880 37	46,094 39

Examination Papers issued, 1896.

The number of examination papers issued by the Department in 1896 was :

High School Entrance	277,000
Form I.	64,000
Form II.	144,000
Form III.....	106,200
Form IV :	52,000
Public School Leaving	133,500
Art Schools.....	13,500
Kindergartens.....	6,400
Third Class (County Model Schools).....	18,000
Second Class (Provincial Normal Schools)	8,000
First Class and High School Assistant Master (Normal College).....	22,400
Commercial Specialist.....	5,600
Normal School Entrance	3,200
Total	853,800

VI.—TEACHERS' INSTITUTES.

This table presents the work of Teachers' Institutes for eighteen years :

Year.	Receipts.							Expenditure.	
	No. of Teachers' Institutes.	No. of members	Total No. of teachers in province.	Amount received from Government grants.	Amount received from municipal grants.	Amount received from members' fees.	Total amount received.	Amount paid for libraries.	Total amount paid.
1877	42	1,181	6,468	\$ 1,412 50	\$ 100 00	\$ 299 75	\$ 2,769 45	.....	\$ 1,127 63
1882	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887.....	66	6,718	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892.....	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 51	1,472 41	6,127 46
1893	71	7,952	8 647	2,050 00	1,748 00	874 72	11,910 22	1,373 43	6,193 60
1894.....	73	7,630	8,824	2,100 00	2,231 85	998 34	12,384 77	2,062 64	6,527 43
1895.....	75	7,383	8,913	2,125 00	2,302 50	1,060 95	13,622 77	1,992 50	7,411 58

VII.—TECHNICAL EDUCATION, PUBLIC LIBRARIES, ART SCHOOLS, SCIENTIFIC SOCIETIES.

An Act to amend and consolidate the Acts respecting Free Libraries and Mechanics' Institutes was assented to by the Legislature on the 10th of April, 1895, changing the name of Mechanics' Institutes to Public Libraries, and giving permission to the Directors of every Mechanics' Institute in cities, towns and incorporated villages to petition a Municipal Council to take over their property, the Municipal Council being empowered to establish a Free Public Library. The Annual Reports, April 30th, 1896, show that within a few months forty-two Mechanics' Institutes availed themselves of this privilege.

The number of Free Libraries reporting in 1894-5 was twelve. The number reporting in 1895-6 was fifty-four, and it is pleasing to state that several Free Libraries have been since established.

The annexed abstracts show that within the past few years there has been a very great increase in the number of these institutions.

In 1883 there were only ninety-three Mechanics' Institutes. The total number of Free and Public Libraries reporting in 1896 is 319 ; in addition, there are thirty-seven Libraries, including those which were incorporated after the 1st of May, 1896, and others which did not send in their reports in time to share in the division of the Legislative Grant. The total number of Free and Public Libraries is now 356.

In 1882, only 251,920 volumes were issued. In 1896, 1,917,365 volumes were issued, and the assets have increased within the same period from \$255,191 to \$817,972.

From 1883 to 1896 the Mechanics' Institutes and Free Libraries have issued 11,780,928 volumes, and their total receipts for all purposes amountel to \$1,549,218.

ABSTRACT SHOWING THE PROGRESS OF MECHANICS' INSTITUTES AND FREE LIBRARIES FROM 1883 TO 1896 INCLUSIVE.

I.—Mechanics' Institutes.

Year.	Institutes reporting.	Number of members	Number of evening classes.	Number of pupils.	Number of reading rooms.	Number of newspapers and periodicals.	Number of volumes in libraries.	Number of volumes issued.	Total receipts.	Total assets.
									\$ c.	\$ c.
1883 ...	92	12,956	27	1,711	58	1,512	150,311	241,075	58,556 11	251,815 93
1884 ...	159	18,176	49	1,565	96	2,769	230,517	336,895	62,473 38	276,000 50
1893 ...	244	27,439	40	1,100	145	3,374	367,498	573,515	91,213 48	376,595 24
1894 ...	263	27,129	30	790	162	3,508	404,661	644,219	95,453 59	405,180 17
1895 ...	289	31,195	36	966	180	3,752	439,456	687,100	99,686 35	423,475 87
1896 ...	265	32,603	6	120	156	3,377	404,605	700,908	85,706 13	363,834 82

II.—Free Libraries.

Year.	Free libraries reporting.	Number of readers.	Number of reading rooms.	Number of newspapers and periodicals.	Number of volumes in libraries.	Number of volumes	Total receipts.	Total assets.
							\$ c.	\$ c.
1883	1	716	1	28	3,732	10,845	1,160 30	3,375 00
1888	8	13,840	8	741	80,531	407,571	41,370 30	127,573 25
1893	11	*56,619	11	1,371	142,828	842,352	69,342 78	308,816 93
1894	11	*61,671	11	1,282	156,720	865,296	73,651 03	319,336 33
1895	12	*67,233	12	1,384	165,263	1,000,706	65,196 36	328,950 21
1896	54	60,833	41	2,224	254,091	1,216,407	97,982 80	454,138 06

ABSTRACT COMPARING THE MECHANICS' INSTITUTES AND FREE LIBRARIES IN 1883 AND 1896.

	1883.	1896.
Number of Mechanics' Institutes and Free Libraries reported	93	319
Number of members and readers	13,672	93,436
Number of evening classes	28	6
Number of reading rooms	59	197
Number of newspapers and periodicals	1,540	5,301
Number of volumes in libraries	154,093	658,696
Number of volumes issued	251,920	1,917,365
Total receipts	\$59,716	\$183,688 93
Total assets	\$255,190	\$817,972 88

NOTE.—The Toronto Free Library issued Readers' Tickets for five years, until 1895 In 1896, the actual number of readers for the year is given, reducing the number given in 1895 about 20,000. This will show at least an increase for 1896 of over 14,000.

ABSTRACT OF THE NUMBER OF CERTIFICATES AWARDED FOR DRAWING, ETC., TO ART SCHOOLS, MECHANICS' INSTITUTES, ETC., FROM 1883 TO 1896, (NOT INCLUDING CERTIFICATES AWARDED AT SUMMER CLASSES.)

Year.	Number of Art Schools, Mechanics' Institutes, etc.	Primary course.		Advanced course.		Mechanical course.		Extra sub-j-cts.	Departmental Medals, etc.			
		Proficiency certifi- cates.	Full teachers' certifi- cates.	Proficiency certifi- cates.	Full teachers' certifi- cates.	Proficiency certifi- cates.	Full teachers' certifi- cates.	Painting, modelling, wood-carving, lithography.	Gold medals.	Silver medals.	Bronze medals.	Special certificates.
1883	1	124	.....	31	.....	1	.....	.....	.....	.....	.....	.....
1888	57	2,979	133	151	9	50	2	108	1	1	4	1
1893	85	4,753	220	301	13	139	10	195	1	16	11	21
1894	71	3,915	153	280	24	134	3	113	1	4	10	21
1895	81	6,202	341	273	11	79	3	126	1	5	10	54
1896	68	4,356	265	379	17	42	3	142	1	4	10	40

THE TOTAL NUMBER OF CERTIFICATES AWARDED FROM 1883 TO 1896, INCLUDING SUMMER CLASSES FOR TEACHERS, IS AS FOLLOWS :

Primary course.		Advanced course.		Mechanical course.		Extra subjects.	Departmental medals, etc.			
Proficiency certifi- cates.	Full teachers' certifi- cates.	Proficiency certifi- cates.	Full teachers' certifi- cates.	Proficiency certifi- cates.	Full teachers' certifi- cates.	Painting, modelling, wood-carving, lithography, etc.	Gold medals.	Silver medals.	Bronze medals.	Special certificates.
45,893	2,299	2,836	160	1,011	39	1,041	12	59	86	185

VIII.—RELIGIOUS INSTRUCTION IN PUBLIC AND HIGH SCHOOLS.

Ever since the establishment of our School system, the extent to which religious instruction might be given in a State System of Education has received the attention of the educational authorities of the Province. As an expression of its views on this question the Council of Public Instruction as far back as 1846 authorized for use in Public Schools the Scripture Extracts or Readings sanctioned by the Irish National Board for the schools of Ireland, and in addition it adopted the following recommendation :

“ With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommends that the daily exercises of each Public School should

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be opened and closed by reading a portion of Scripture and by prayer. The Lord's Prayer alone, or the forms of prayer hereto annexed, may be used, or any other prayer preferred by the trustees or master of each school. But the Lord's Prayer shall form part of the opening exercise, and the Ten Commandments shall be taught to all the pupils, and be repeated at least once a week. Any portion of Scripture shall be read without comment or explanation, but no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the master of the school."

It will be observed that these regulations were not obligatory upon Boards of Trustees, but such was the religious sentiment of the country that the majority of schools either opened or closed the work of the day with the reading of Scripture and devotional exercises as recommended by the Council of Public Instruction. From time to time appeals were made to the Government by leading clergymen and by deputations representing the most active Protestant denominations of the Province for such a change in the regulations of the Department as would give positive sanction to religious instruction. As a consequence, the Education Department in 1884 directed that the devotional exercises which were voluntary theretofore should be obligatory, and in order that the lessons read by the teacher should be better adapted to the capacities and needs of the pupils, the Department authorized a series of Scripture Readings for his guidance. The regulation at present in force requires (1) That every school should be opened with prayer and (2) closed with the reading of the Scriptures and prayer. The Scripture lesson, however, may be taken either from the Bible or the Scripture Readings as the trustees may order. The trustees may also order the teaching of the Ten Commandments once a week and the joint reading of the Scriptures by pupils and teachers, but these exercises are optional, unless ordered by the trustees. This is all the religious instruction for which the Department or the trustees are responsible. The regulations, however, provide that the clergyman of any denomination in the Section may either by himself or his representative give such religious instruction as either of them may desire to the children of the denomination which they represent. This instruction is to be given after school hours, and when the clergymen of more denominations than one make such application, the trustees are to determine the days on which each shall have the opportunity desired. No child is obliged to receive such instruction when the parent or guardian requests his withdrawal.

It should also be noted that the instruction ordered by the Department or by the trustees, so far as the regulations permit, shall be given within school hours, and is therefore to all intents and purposes an integral part of the course of study. The instruction given by clergymen of any denomination or by their representatives shall be given after school hours and for this the Education Department, or in other words, the State, is not responsible. In order, however, to facilitate the giving of such instruction, the trustees may close the school daily, if they desire, before four o'clock—the ordinary time for closing—providing five hours are given to the prescribed course of study including the religious instruction authorized by the Department.

Whatever may be the effect of the religious instruction thus provided, it is gratifying to know that in 1895 out of 5,660 schools in rural districts, the Scriptures were read

in 5,218 schools, and in all urban schools without exception. Prayer was offered in 4,917 rural schools and in 378 urban schools. The privilege allowed by the regulations for instruction after hours by clergymen or their representatives was used in 719 rural and in 29 urban schools.

MORAL INSTRUCTION.

In addition to the religious instruction above mentioned, the Public Schools Act 1896 (section 76 (1)) makes it a statutory obligation upon every teacher "to maintain proper order and discipline in the school ; to encourage the pupils in the pursuit of learning ; to inculcate by precept and example, respect for religion and the principles of Christian morality, and the highest regard for truth, justice, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues," and by Sub-section 9 of the same section the teacher has authority "to suspend any pupil guilty of persistent truancy, violent opposition to authority, habitual neglect of duty, the use of profane or improper language or conduct injurious to the moral tone of the school."

To enforce the moral instruction of the school room, the Readers are generously interspersed with selections that appeal to the child's moral and religious nature. In the First Reader, Part II., is to be found the Evening Prayer—*Now I lay me down to sleep*, and the Evening Hymn—*Jesus, tender Shepherd, hear me* ; in the Second Reader, such selections as *Somebody's Mother* ; *The Miller of the Dee*, by Charles Mackay ; *The Children's Hour*, by Longfellow ; and *Abide with me*. In the Third Reader the selections of the kind referred to are more numerous as the child's mind is becoming more matured, among others might be mentioned *The Old Arm-Chair*, by Eliza Cook ; *About Ben Adhem and the Angel*, by Hunt ; *The Evening Hymn*, by Keble ; *Psalm XXIII* ; *There's a Good Time Coming*, by Mackay ; *The Village Blacksmith*, by Longfellow ; *Prayer*, by Montgomery ; *By Cool Siloam's Shady Rill*, by Heber ; *When a'l Thy Mercies, O my God*, by Addison ; *The Burial of Moses*, by Mrs. Alexander ; *The May Queen*, by Tennyson, and many others. In the Fourth Reader we have *Good life, Long Life*, by Johnson ; *On His own Blindness*, by Milton ; *Death of Little Nell*, by Dickens ; *Resignation*, by Longfellow ; From *The Sermon on the Mount*, Matthew v. 6 ; *Lead, Kindly Light*, by Newman ; *Rock of Ages*, by Toplady ; *The Honest Man*, by Herbert ; *Landing of the Pilgrims*, by Mrs. Hemans ; *The Song of the Shirt*, by Hood ; *Elegy written in a Country Churchyard*, by Gray, and many others.

As in the other departments of school life, courses of study and regulations as to discipline and order are of little consequence compared with the moral power qualities of the teacher. The advance made in the age limit at which a teacher might enter upon his professional duties must add greatly to the steadiness of discipline and his influence in the formation of the character of his pupils. By raising the literary and professional standards to which he is required to conform there is secured additional maturity of mind and accuracy of thought and therefore greater power for developing in his pupils similar qualities. That the teachers of the Province bring to their work a moral equipment of

the highest order is evident from the fact that out of 8 913 teachers in the Province engaged in 1895, only two lost their certificates because of any irregularity of conduct.

To summarize the efforts of the Education Department to promote the religious and moral welfare of the children attending the Public Schools, the following is the result :—

1. The accountability of every child to the Supreme Being is admitted by the devotional exercises at the opening and closing of the school.

2. The authority of the Bible as the exponent of Christianity and as the Supreme Guide of life and conduct is recognized.

3. The sacred and binding character of the Ten Commandments upon the heart and conscience of pupils is enforced.

4. The advantage to the child of moral, religious and pure literature is kept before him in the reading lessons of his text books.

5. The duty of considering the rights of his fellow-pupils, of obeying the rules of the school, of respecting his teacher, of observing the proprieties on the playgrounds and avoiding the use of improper language ; in fine all the duties which school life imposes upon him are enforced by the school law.

6. The personal qualifications of the teacher, his authority to repress the bad and to encourage the good in his pupils, his duty of presenting to them proper standards of conduct, are all considered by the Department before he is admitted to the teaching profession.

IX.—EDUCATIONAL STANDING OF THE PRISONERS IN THE COUNTY GAOLS OF ONTARIO.

The criminal statistics of all countries show that a large percentage of those confined in our public gaols belong to the illiterate class. In order to ascertain, with accuracy, the educational status of the prisoners of Ontario, I communicated with the Gaolers of every County requesting them to take a census, on the 24th of December last, of the educational standing of the prisoners confined in the County Gaols. The details of the reports received are given in Appendix P. The following summary may be convenient for reference :—

REPORTS OF THE GAOLERS ON THE EDUCATIONAL STANDING OF THE PRISONERS, IN THE COUNTY GAOLS, DECEMBER, 1896.

No. of Males, 641 ; Females, 83 ; total, 724. No. under 16 years—Males, 5 ; Females, 1 ; total, 6. No. who can read well, 214. No. who can read only moderately well, 390. No. who cannot read, 120. No. who can write fairly well, 519. No. who cannot write, 205. No. who never attended any School, Public or Private, 97. No. who attended less than one year, 100 ; over one and less than three years, 121 ; over three and less than five, 123 ; over five years, 283. No. who studied Grammar, 301. No. who studied Geography, 317. No. who studied History, 285. No. who attended a High School, 59. No. who attended a High School more than one year, 44. No. who attended a University, 10. No. who played truant from school, 323.

X.—REMARKS ON DEPARTMENTAL EXAMINATIONS.

1. PURPOSES OF WRITTEN EXAMINATIONS.

In my report for 1894 I drew attention to the new curriculum of the University of Toronto and the consequent changes in the High School Course of Study. The Revised Regulations of the Education Department have now been issued and it is confidently expected that in their present shape they may be found to meet for years the requirements of both High and Public Schools. It is needless to say that the revision of the Regulations involved careful study, a large amount of correspondence, and numerous interviews with teachers and Inspectors. The aim has been to reduce the number of examinations and to hold no written examination that could be dispensed with. It will be understood that no examination is held for either High or Public Schools that gives the right to be promoted from one class to another in the school. A pupil may complete the course in the Public School without being obliged to pass any examination held by the Department. In like manner a pupil who has been admitted to a High School may complete the course without passing any of the examinations other than those held by the staff. The promotion of pupils as well as the organization of classes is left entirely in the hands of the Principal. It should also be understood that the examinations held by the Department are not competitive examinations. Whatever evils from a pedagogical point of view may come from competitive examinations the Departmental examinations are free from such objections. The examinations held by the Department are all qualifying examinations and every certificate granted has a commercial value. The Department holds no examinations for promotion, for competition for prizes or scholarships, or for any plan of "payment by results." For obvious reasons some test of fitness for entering a High School or University, for becoming a teacher, or for taking up a professional course is necessary. No better test for such purposes has yet been devised than a written examination conducted by a properly constituted Board. Such examinations, and only such examinations, are held by the Education Department.

2. NUMBER OF EXAMINATIONS.

The division of the Matriculation examination into two parts by the University Senate was not decided upon until the matter had been, I have reason to believe, fully discussed by that body. That decision was based, it may be assumed, on a sound principle. It is held by educationists that there are subjects of study which should be begun in the schools before other subjects. It is also held that subjects of a more or less elementary character should receive much attention in the early part of the course and should not be continued in the higher forms. The co-ordination and the correlation of studies now mark every well devised school curriculum. Accordingly the examination for Junior Leaving certificates, which is practically the same as that for matriculation, has been divided. The first part has been made to include part of the requirements for the Primary, which for several years had been divided. The amalgamation of the Public School Leaving examination and that for the first form of the High Schools was a

necessity, unless the full Primary could be taken only at one examination. The latter plan would have been found embarrassing in the matter of High School organization. It would also have given candidates for the Primary too big a load to carry. A division had to be continued, and continued in a way that would be in the interests of both High and Public Schools. To hold an examination on only a few subjects of the course might have answered in a school with a large staff. In a small High School the effects would have been detrimental, and in Public Schools, fatal to the interests of the pupils. The present arrangement will prevent any subject of the course from being slighted. It gives a guarantee that the pupils in the fifth form of our Public Schools and in the first form of our High Schools are securing such a training as will give them a knowledge of those subjects of most practical value. When it is known that the Public School Leaving examination hereafter will probably be the only examination taken by the great majority of pupils who have passed the High School Entrance examination, the necessity of having the former based on a curriculum educationally sound in itself will be apparent. Whatever differences of opinion may be held regarding the curriculum prescribed, experience has shown that if a subject is put on the course, but not required for the examination, it will not receive large attention. Any objections raised to the subjects of the new course for the Public School Leaving examination have reference mainly to Euclid and Botany. The amount of Euclid consists, however, of only twenty-six propositions, which should not be deemed out of the way for a course of one, or perhaps, two years, in a High School. The advantage of a little elementary science should be readily seen. I believe the course for the first form of the High Schools would be found defective had either Botany or Euclid been omitted.

3. VALUE OF EXAMINATIONS.

Written examinations have an important educational value. Much has been said regarding the evils of examinations. Arguments have been quoted to show the disastrous results that follow to pupils and teachers where tests of this kind are employed. It should be remembered that scarcely one of the stereotyped objections has any bearing on the question of qualifying examinations. No educationist of standing has ever proposed to do away with tests such as the Departmental examinations furnish. Written examinations so strongly and properly condemned in English pedagogical works are such competitive tests as have been used for awarding prizes, scholarships or positions in the Civil Service. Writers who have in no mistaken language pointed out the immoral tendencies of competitive examinations, are the most outspoken in their approval of examinations when conducted for legitimate purposes. The American authors who are often referred to as opposed to written examinations have had their arguments generally misapplied. The evil of basing the promotion of pupils in the Public Schools solely on a final written examination is well known. A practice of this kind has no place now in well conducted schools. Such examinations were used for purposes of promotion and served no other object. The papers were sometimes set by those who had little or no practical experience in school work. The questions called for knowledge that was badly digested and discouraged intellectual development. The memory was the chief faculty

brought into requisition and originality of effort had little value. Such questions gave rise to hasty, crude and even dishonest preparation. Good teaching was not rewarded by examinations of this kind. To make promotions depend in the case of pupils in a Public School solely on a final examination is bad. It is doubly so when the questions are so faulty as to place good teaching at a discount. The High School Entrance examination is not necessarily a promotion examination. It must be remembered, moreover, that this examination is now entirely in the hands of the local boards, and there is ample power given to the Examiners to admit any deserving pupil to the High School, or to reject any one who is regarded incompetent to leave the Public School. In the case of the Public School Leaving examination there is no danger that any troublesome barrier will beset the advancement of properly trained pupils. The Regulations, as now framed, and the relative standing to be submitted each year by the Principals, cannot fail to guard all educational interests, as well as to compel only weak candidates to make better preparation of their elementary work.

It may be maintained that the system of Departmental Examinations, though intended, and necessary, for qualifying purposes only, is used also to a large extent for promotion purposes in our High Schools. The existence of this fact must be admitted. I am not prepared to admit that the tendency to use these examinations largely as tests of promotion is an evil. If an evil, it might be removed by requiring each candidate at the Senior Leaving, the Junior Leaving and the Primary examinations to take in the same year every subject required to give the required non-professional standing. This was the situation some dozen years ago. The High School teachers who advocated a change would be the last to return to a system that is now condemned by educationists on both sides of the Atlantic. If it is a sound principle to finish certain subjects in the lower forms and to slight no subject until it is completed, the question is practically decided. The Senior Leaving candidate, for instance, has the privilege of taking all his work at one examination, but it would be unfair to the other pupils, and unfair to the teachers, to have the organization of the school disturbed to meet the needs of one who should have been wise enough to unload himself of some of his burden at previous examinations. Candidates for matriculation also will hereafter have, as a rule, passed in the subjects required for the Junior Leaving examination, provided they have passed the Public School Leaving examination. The latter examination is based on work that must be taken up by everyone who wishes to become a teacher. High School pupils who purpose becoming farmers, mechanics or merchants are not required to pass any of these examinations.

It is held that High School pupils are urged by their teachers to write at the examinations. It is also held that the practice becomes general among pupils to strive for certificates. I am ready to admit that this may be the tendency, but I am not prepared to admit that the tendency is an evil. On the other hand, I maintain that this ambition on the part of the pupils is not one to be discouraged. Teachers, I am told, advise their pupils to prepare for these examinations, but to take longer time for preparation. I am not prepared to admit that the advice is bad. If the possession of a certificate is a guarantee of sound training, the more certificates that are awarded the more the country

gains by the system. I am not prepared to admit that the son of the farmer or mechanic should be restrained in his aspirations to become a teacher, a lawyer or a doctor. Neither the legal nor the medical profession should be preserved for a favored few. We cannot have too many educated persons. The mechanic and the farmer have to struggle as much as the members of professions. The crowd of unemployed is not made up of those who have gained a High School education. We should do what we can for the wants of the pupils attending our schools. To control the number who enter any calling cannot be the policy of a free country where people choose their own means of gaining an honest livelihood.

It is urged sometimes that the pupils of our High Schools would get a better intellectual and moral training were it not for the annual examinations which form a feature of the work. I must deny in toto the truth of the statement thus made. There can be no good teaching without good examinations. Our teachers are in many instances young and inexperienced and are benefited by the direction to their teaching which a suitable examination gives. The examiners are selected from teachers and Inspectors who are competent to set papers which place a premium on the best teaching. The oft-quoted term "cram" is entirely out of place when examinations are properly conducted. No doubt some examination papers have been faulty, but generally the papers have been such as have developed the best kind of intellectual and moral culture. Let any good educationist visit one of our High Schools and observe the clear intelligence of the pupils, the moral tone of the institution, and he will be the first to maintain, if his experience has extended to other countries, that our secondary schools are not surpassed by those in the United States, in England, or even in Germany. It is worthy of note that such progressive states as Massachusetts and New York are adopting some of the features of our system of examinations.

The High School Entrance examinations have revolutionized the character of the work done in our Public Schools. The pupils are enabled to finish the course at an age that would be deemed impossible when these examinations were first introduced. The remarks given in this Report by Inspectors regarding the improved moral condition of the Public School pupils show that intellectual growth has not been gained at the sacrifice of ethical training. I venture to say, if the opinions of High School Principals were requested, there would be similar evidence of the best kind of moral and intellectual progress regarding the pupils of our secondary schools. The brightness, intelligence, industry and definiteness of aim which generally characterize the pupils of our High Schools have not been lessened by the Departmental examinations. Pupils are trained to habits of order, neatness, regularity, obedience, courtesy and self-control, and I have yet to learn that High School teachers find the annual examinations an impediment to that true discipline which is never found apart from good teaching. Many of our best High School teachers were in the profession twenty years ago. A comparison between the intellectual and moral standing of the pupils then and now would not controvert the argument I am maintaining. Doubtless some pupils, in spite of the advice of their teachers, write at the Departmental examinations before they are properly prepared. The number that endanger their health by preparing for such contests is often

greatly magnified. As Mr. (now Sir Joshua) Fitch remarks :—" For one authentic case of permanent injury to the health of a school boy or girl from too much mental exercise, there are twenty examples of scholars who suffer from idleness or inaction." It should be remembered that the very preparation and effort connected with an examination have their educational value. Regarding this point there is an appropriateness in the following words of Latham :—" It should always be recollected that there are two ways in which the miniature struggle in examinations is preparatory to the real encounter of life. It is not only because it leads men to lay up weapons in the way of acquirements, or to strengthen the sinews of the brain by exercise, but also because it calls out the oral qualities needful to success in life—it requires teachableness, concentration, and above all, the power of enduring hardness, of working when one would rather not work, and setting oneself to master thoroughly what may be distasteful. I believe myself that one great effort, in the way of a heavy examination, is a very valuable piece of mental discipline ; it calls out the courage and resources that are in a man, and merely to have made this effort conscientiously, and have done his best, gives a moral elevation to the character, even if he fail in winning any very marked success."

XI.—ARBOR DAY.

The efforts made by the Department to secure the planting of shade trees and the cultivation of flowers in the school grounds, were heartily supported by teachers and trustees. Arbor Day has now become one of the most interesting and profitable holidays of the year. Since 1885, 239,992 trees have been planted, 14,130 of these in 1895.

I have the honor to be,

Your Honor's obedient servant,

EDUCATION DEPARTMENT,

TORONTO, January, 1897.

GEO. W. ROSS,

Minister of Education.

APPENDICES.

APPENDIX A.

STATISTICAL TABLES.

J.—TABLE A.—The

School population.—Pupils.

Counties. (Including incorporated villages, but not cities or towns.)	School population be- tween 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
1 Brant	4,170	18	3,535	1	2,554	1,959	1,595
2 Bruce	16,162	33	13,195	22	13,250	7,050	6,200
3 Carleton	9,846	33	7,171	16	7,220	3,772	3,448
4 Dufferin	5,587	20	5,034	9	5,063	2,690	2,373
5 Elgin	7,972	10	6,880	4	6,894	3,590	3,304
6 Essex	11,284	35	8,529	5	8,569	4,465	4,104
7 Frontenac	7,121	99	5,865	2	5,966	3,146	2,820
8 Grey	17,494	113	14,999	18	15,130	8,063	7,067
9 Haldimand	6,283	21	5,166	3	5,190	2,768	2,422
10 Haliburton	2,288	10	1,695	4	1,709	891	818
11 Halton	5,902	2	3,993	1	3,996	2,168	1,888
12 Hastings	12,277	22	9,173	4	9,199	4,571	4,328
13 Huron	16,016	40	12,971	22	13,033	6,954	6,079
14 Kent	11,124	37	9,394	8	9,439	4,891	4,548
15 Lambton	13,476	55	10,479	11	10,545	5,531	5,014
16 Lanark	6,524	12	5,019	1	5,032	2,632	2,400
17 Leeds and Grenville	11,641	65	10,221	29	10,315	5,448	4,867
18 Lennox and Addington	5,587	27	5,015	4	5,046	2,620	2,426
19 Lincoln	5,560	25	4,326	2	4,353	2,291	2,062
20 Middlesex	14,172	18	11,514	5	11,537	6,093	5,444
21 Norfolk	8,918	32	6,793	8	6,833	3,655	3,178
22 North. and Durham	14,570	40	12,374	17	12,431	6,648	5,783
23 Ontario	9,450	19	8,210	7	8,236	4,483	3,753
24 Oxford	10,891	12	8,088	13	8,113	4,263	3,850
25 Peel	6,138	24	4,794	7	4,825	2,626	2,199
26 Perth	9,466	28	7,771	6	7,305	3,919	3,386
27 Peterborough	7,430	27	5,807	5	5,839	3,001	2,838
28 Prescott and Russell	9,513	42	5,969	5	6,016	3,077	2,939
29 Prince Edward	3,796	15	3,351	5	3,371	1,760	1,611
30 Renfrew	12,119	67	7,858	8	7,933	3,983	3,950
31 Simcoe and W. Muskoka	19,423	75	16,705	12	16,792	8,925	7,867
32 Stormont, Dundas and Glen. 33 Victoria and E. Muskoka	15,458 11,002	65 21	13,311 5,883	16 5	13,392 9,909	6,978 5,268	6,414 4,641
34 Waterloo	9,143	1	7,281	6	7,288	3,454	3,334
35 Welland	7,800	25	5,581	5	5,606	2,980	2,626
36 Wellington	14,297	33	9,684	15	9,732	5,196	4,536
37 Wentworth	7,154	10	5,344	5	5,354	2,771	2,583
38 York	16,270	46	12,619	9	12,704	6,859	5,845
39 Districts	12,263	85	10,715	25	10,825	5,675	5,150
Total	395,587	1,362	315,842	340	317,544	167,854	149,690
Cities.							
1 Belleville	2,591	.....	1,725	.....	1,725	861	864
2 Brantford	2,806	.....	2,619	.....	2,619	1,334	1,285
3 Chatham	2,443	.....	1,698	.....	1,698	857	841
4 Guelph	3,397	.....	1,799	4	1,803	900	903
5 Hamilton	13,898	1	8,753	1	8,755	4,458	4,297
6 Kingston	5,721	.....	2,690	.....	2,690	1,325	1,365
7 London	8,803	.....	5,811	.....	5,811	3,026	2,785
8 Ottawa	14,251	4	4,499	.....	4,503	2,403	2,100
9 St. Catharines	3,018	.....	1,544	.....	1,544	790	754
10 St. Thomas	2,922	.....	2,217	.....	2,217	1,123	1,094
11 Stratford	3,197	.....	1,675	.....	1,675	836	839
12 Toronto	45,000	.....	28,935	3	28,938	14,678	14,260
13 Windsor	3,138	.....	2,229	.....	2,229	1,161	1,068
Total	111,185	5	66,194	8	66,207	33,752	32,455

Public Schools.

attending the Public Schools.

	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	Number of children between 8 and 14 (inclusive) who did not attend any school during the year.	Number of children between 8 and 14 who did not attend school for 100 days during the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
1	250	466	740	814	1,055	229	9	525	1,992	56
2	1,160	1,815	2,857	3,086	3,969	363	76	2,547	6,847	52
3	811	1,316	1,778	1,637	1,569	109	102	1,843	3,187	44
4	608	919	1,325	1,115	1,010	86	38	1,300	2,150	42
5	618	881	1,485	1,650	2,081	179	11	1,270	3,679	53
6	829	1,320	2,040	2,008	2,159	213	220	2,158	4,032	47
7	905	1,138	1,474	1,281	1,052	116	144	1,449	2,560	43
8	1,763	2,668	3,694	3,532	3,132	341	331	215	6,655	44
9	311	560	1,028	1,244	1,713	334	1	691	3,090	60
10	303	417	512	313	148	16	50	713	582	37
11	292	528	779	954	1,378	55	18	625	2,148	55
12	968	1,483	1,980	2,079	2,405	284	96	1,833	4,694	51
13	900	1,631	2,598	3,199	4,226	479	50	1,648	7,143	55
14	928	1,520	2,324	2,072	2,417	178	33	2,182	4,406	47
15	913	1,354	2,057	2,434	3,485	302	45	1,123	5,589	53
16	368	708	1,102	1,157	1,465	232	26	955	2,616	52
17	1,098	1,715	2,365	2,319	2,576	242	61	2,179	4,873	47
18	612	828	1,111	1,127	1,247	121	49	1,069	2,365	47
19	365	574	973	1,017	1,335	89	7	918	2,161	50
20	773	1,410	2,475	2,836	3,782	261	48	1,667	6,356	55
21	694	1,134	1,604	1,648	1,603	150	38	1,423	3,366	49
22	982	1,792	2,775	2,913	3,538	431	64	2,146	6,242	50
23	690	1,192	1,836	1,877	2,390	255	57	1,257	4,674	58
24	550	1,016	1,552	1,826	2,796	373	14	1,208	4,425	55
25	434	666	1,093	1,214	1,286	132	29	803	2,478	52
26	479	952	1,620	1,887	2,168	199	36	1,141	3,889	53
27	574	826	1,366	1,426	1,563	81	49	1,327	2,873	49
28	682	966	1,451	1,334	1,461	122	139	1,765	2,854	47
29	271	553	744	731	953	119	9	545	1,685	50
30	1,013	1,436	2,123	1,674	1,607	180	156	2,066	3,396	43
31	1,525	2,662	3,971	3,961	3,990	683	84	3,044	8,078	48
32	1,308	2,042	3,062	3,123	3,534	323	72	2,789	6,537	49
33	1,095	1,789	2,537	2,197	2,108	183	41	2,018	4,818	49
34	342	726	1,306	1,605	3,012	297	23	953	4,488	62
35	459	799	1,231	1,312	1,634	171	3	1,013	2,906	52
36	784	1,265	2,295	2,359	2,809	220	91	1,898	5,131	74
37	347	701	1,203	1,317	1,595	191	15	999	2,860	53
38	1,035	1,874	2,902	2,956	3,587	290	38	2,427	6,596	52
39	1,602	2,256	2,874	2,075	1,796	222	170	3,403	4,601	43
	29,701	47,898	72,242	73,315	85,537	8,851	2,547	59,135	150,023	50
1	71	162	266	364	826	36	.....	69	1,076	62
2	70	182	528	517	1,322	.....	.....	235	1,880	72
3	102	136	326	371	763	.....	.....	263	1,071	63
4	22	94	261	337	1,089	.....	.....	193	1,302	72
5	175	411	1,330	1,394	5,445	.....	.....	692	6,446	74
6	78	170	461	522	1,307	152	.....	178	1,966	73
7	214	391	837	1,044	3,325	.....	.....	389	4,085	70
8	173	400	909	1,024	1,997	.....	.....	551	2,971	68
9	80	117	247	286	812	2	.....	55	1,006	66
10	31	106	318	403	1,359	.....	.....	158	1,598	72
11	49	107	233	343	943	.....	.....	173	1,146	70
12	811	1,772	4,481	5,241	16,633	.....	.....	.....	22,916	79
13	82	202	432	413	1,080	20	.....	274	1,526	69
	1,958	4,250	10,629	12,259	36,901	210	.....	3,230	48,989	74

I.—TABLE A.—The

School population.—Pupils

Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
1 Alliston	566		366		366	190	176
2 Almonte	742		407		407	200	207
3 Amherstburg	983		300	1	301	157	144
4 Arnprior	737		598	1	599	300	299
5 Aurora	543		403		403	198	205
6 Aylmer	591		488		488	237	251
7 Barrie	1,656		1,011		1,011	535	476
8 Berlin	2,338		1,462		1,462	780	682
9 Blenheim	628		493		493	270	223
10 Bothwell	290		216		216	111	105
11 Bowmanville	952		602		602	299	303
12 Bracebridge	869		748		748	361	384
13 Brampton	627		623		623	324	299
14 Brockville	2,714		1,516		1,516	748	768
15 Carleton Place	1,412		906		906	450	456
16 Clinton	689		573		573	302	271
17 Cobourg	1,354		719		719	361	358
18 Collingwood	2,015	1	1,320		1,321	665	656
19 Cornwall	2,684		713		713	349	364
20 Deseronto	1,115		704		704	349	355
21 Dresden	535		451		451	246	205
22 Dundas	849	4	543		547	290	257
23 Durham	465		439		439	221	218
24 Essex	450		387		387	192	195
25 Forest	419		337		337	179	158
26 Fort William	598		464		464	240	224
27 Galt	2,291		1,512		1,512	783	729
28 Gananoque	1,575		778		778	405	373
29 Goderich	1,119		766		766	401	365
30 Gore Bay	485		180		180	82	98
31 Gravenhurst	2,200		569		569	285	284
32 Harriston	608		469		469	249	220
33 Ingersoll	1,118		720		720	363	357
34 Kincardine	830		582		582	304	278
35 Leamington	625	40	463		503	247	256
36 Lindsay	2,033		1,033		1,033	524	509
37 Listowel	888		608		608	323	285
38 Little Current	311		235		235	116	119
39 Mattawa	650		105		105	48	57
40 Meaford	570		414		414	224	190
41 Midland	702		624		624	323	301
42 Milton	490		384	1	385	184	201
43 Mitchell	719		479		479	237	242
44 Mount Forest	802		594		594	320	274
45 Napanee	958		691	1	692	357	335
46 Newmarket	598		423		423	240	183
47 Niagara	477		283		288	159	129
48 Niagara Falls	1,088		616		616	318	298
49 North Bay	818		339		339	165	174
50 North Toronto	603		461		461	236	225
51 Oakville	436		332		332	156	176
52 Orangeville	888		560		560	271	289
53 Orillia	1,853		1,177		1,177	570	607
54 Oshawa	1,225		820		820	430	390
55 Owen Sound	2,017		1,369		1,369	683	686
56 Palmerston	701		520		520	243	277
57 Parkhill	460		299		299	158	141
58 Paris	931		611		611	311	300
59 Parry Sound	735		688	1	689	370	319

Public Schools.

attending the Public Schools.

Attending less than 20 days during the year.		20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	Number of children between 8 and 14 (in- clusive) who did not attend any school during the year.	Number of children between 8 and 14 who did not attend school for 100 days during the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
1	19	27	69	70	181			36	220	60
2	13	22	61	92	219			34	278	68
3	19	35	49	54	144			39	173	57
4	33	65	113	119	259	10		105	362	61
5	21	33	54	82	209	4		18	262	65
6	18	35	72	96	267				338	69
7	46	93	202	182	488			135	621	62
8	46	78	201	263	835	39	18	158	1,075	73
9	22	46	74	103	248			65	275	56
10	6	21	28	46	115			20	144	66
11	4	34	86	119	359				416	69
12	60	123	304	164	97			474	314	42
13	18	33	90	128	348	6		87	451	72
14	47	104	239	293	833		208	305	1,068	71
15	31	62	144	180	489			20	603	67
16	15	38	89	112	294	25		10	405	71
17	22	47	91	193	366				466	65
18	103	127	250	269	566	6		267	829	63
19	32	60	108	152	361			77	476	67
20	30	55	117	155	333	14		91	458	65
21	27	57	71	81	215		20	63	260	58
22	7	13	29	84	361	53		19	407	74
23	29	33	87	99	191			38	269	62
24	15	41	75	93	163			38	223	58
25	5	21	51	60	198	2		23	250	74
26	28	61	86	133	151	5			299	65
27	38	97	151	203	901	122		94	1,125	75
28	29	63	131	155	388	12		81	518	66
29	27	51	122	143	406	17			525	68
30	5	20	25	65	65			7	72	40
31	48	68	124	140	189				319	56
32	26	41	80	110	208	4		123	296	34
33	16	52	97	162	362	31		90	506	70
34	15	42	119	154	252			130	368	63
35	41	66	97	102	197			94	279	56
36	21	74	160	204	565	9		62	721	70
37	30	32	85	137	318	6		52	380	63
38	21	37	67	49	61			46	115	50
39	6	16	24	16	41	2	40	14	64	60
40	22	27	64	93	208			87	285	69
41	35	64	122	148	252	3		24	414	67
42	6	29	53	83	204	10		15	272	71
43	7	52	66	94	238	22		11	312	66
44	22	30	103	118	321			45	400	67
45	25	53	128	133	351	2	11	107	476	68
46	11	27	70	96	219			19	286	68
47	19	41	69	98	61			48	146	50
48	23	33	102	120	338			153	419	68
49	18	22	71	88	140				209	62
50	44	57	111	110	139			121	250	55
51	17	38	53	75	149			36	205	62
52	28	48	81	136	264	3		80	383	68
53	74	129	287	437	250			245	647	55
54	31	74	99	154	448	14		107	560	68
55	48	97	194	310	710	10		143	924	68
56	20	50	79	98	269	4		43	342	66
57	6	11	48	56	169	9		2	215	71
58	15	32	91	112	325	36			436	71
59	48	106	136	145	242	12		46	384	57

I.—TABLE A.—The

Towns.	School population.—Pupils					
	School population between 6 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	
						Boys. Girls.
60 Pembroke	1,176		661		661	349 312
61 Penetanguishene	721		313		313	163 150
62 Perth	745		567		567	284 283
63 Peterborough	2,256		1,627	1	1,628	809 819
64 Petrolea	1,452		1,084		1,084	551 533
65 Picton	971		675		675	346 329
66 Port Arthur	908		435		435	206 229
67 Port Hope	1,493		982		982	484 498
68 Prescott	512		371		371	179 192
69 Rat Portage	625		577		577	313 254
70 Renfrew	910		423		423	199 224
71 Ridgetown	713		563		563	283 280
72 San Iwich	391		304		304	145 159
73 Sarnia	1,736		1,225		1,225	616 609
74 Sault Ste. Marie	782		631	2	633	319 314
75 Seaforth	763		529		529	261 268
76 Simcoe	714		560		560	321 239
77 Smith's Falls	1,098	1	881		882	438 444
78 Stayner	587		414		414	178 236
79 St. Mary's	997		885		885	406 479
80 Strathroy	921		607		607	299 308
81 Sudbury	500		172		172	87 85
82 Thessalon	425		245		245	121 124
83 Thornbury	486		278		278	124 144
84 Thorold	599		387		387	206 181
85 Tilsburg	808		489		489	239 250
86 Toronto Junction	1,903	5	1,411		1,416	787 629
87 Trenton	1,317		719		719	374 345
88 Uxbridge	685		471		471	247 224
89 Walkerton	1,369		607		607	303 304
90 Walkerville	373		244		244	128 116
91 Wallaceburg	730		671	2	672	340 333
92 Waterloo	914		613		613	309 304
93 Welland	571		440		440	231 209
94 Whitby	853		487		487	265 222
95 Warton	702		588	1	589	322 267
96 Wingham	717		612		612	307 305
97 Woodstock	1,845		1,719		1,719	836 883
Totals	93,843	51	60,965	11	61,027	31,027 30,000
Totals.						
1 Counties, etc	395,587	1,362	315,842	340	317,544	167,854 149,690
2 Cities	111,185	5	66,194	8	66,207	33,752 32,455
3 Towns	93,843	51	60,965	11	61,027	31,027 30,000
4 Grand total, 1895	600,615	1,418	443,001	359	444,778	232,633 212,145
5 " 1894	593,840	1,600	441,396	445	443,441	231,409 212,032
6 Increase	6,775		1,605		1,337	1,224 113
7 Decrease		182		86		
Percentage		.32	99.60	.8		52 48

Public Schools.

attending the Public Schools.

Attending less than 20 days during the year.		20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	Number of children between 8 and 14 (inclusive) who did not attend any school during the year.	Number of children between 8 and 14 who did not attend school for 100 days during the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
60	20	39	92	143	367	.....	.....	37	458	69
61	13	45	60	62	130	3	.....	69	194	63
62	16	33	77	97	344	.....	.....	47	411	72
63	50	89	241	266	932	50	.....	150	1,150	71
64	32	57	168	245	534	48	.....	85	750	70
65	28	61	126	141	319	.....	.....	35	428	64
66	16	31	60	97	231	.....	.....	23	295	67
67	25	56	143	182	547	29	.....	78	712	72
68	11	30	69	81	189	.....	6	21	241	64
69	50	82	132	103	201	9	.....	124	330	58
70	16	43	79	95	195	4	.....	84	271	64
71	30	50	110	123	250	.....	.....	113	339	60
72	22	29	92	69	92	.....	.....	76	161	54
73	49	102	184	234	656	.....	.....	140	822	67
74	62	119	150	129	173	.....	.....	193	289	46
75	15	32	75	103	294	5	.....	52	368	70
76	35	44	103	135	234	9	.....	75	345	62
77	31	69	140	179	447	16	70	117	595	68
78	24	47	129	114	99	1	.....	54	210	51
79	36	78	364	273	134	.....	.....	82	440	50
80	14	52	81	114	330	16	.....	19	420	69
81	12	18	45	35	62	.....	.....	48	99	58
82	18	31	50	55	91	.....	.....	99	115	48
83	8	16	52	63	139	.....	.....	15	169	61
84	18	31	54	78	203	3	.....	25	253	66
85	9	36	87	132	224	1	.....	119	301	62
86	97	194	335	279	511	.....	.....	299	751	53
87	35	78	137	221	217	31	.....	.....	449	63
88	31	38	66	117	218	1	.....	103	299	64
89	20	33	88	133	309	4	.....	58	395	66
90	17	15	53	45	114	.....	.....	36	152	64
91	56	88	153	145	231	.....	.....	147	350	52
92	9	32	96	105	371	.....	.....	48	448	73
93	29	49	66	108	188	.....	.....	47	278	63
94	16	27	65	101	273	5	.....	.....	344	72
95	38	59	127	156	218	.....	.....	113	357	61
96	29	43	84	124	304	28	.....	.....	402	66
97	48	96	233	338	984	20	.....	.....	1,261	73
2,643		5,126	10,597	12,991	28,895	775	375	7,078	39,447	65
1		29,701	47,898	72,242	73,315	8,851	2,547	59,135	159,023	50
2		1,958	4,250	10,629	12,259	36,901	210	3,230	48,989	74
3		2,643	5,126	10,597	12,991	28,895	775	7,078	39,447	65
4		34,302	57,274	93,468	98,565	151,333	9,836	69,443	247,459	56
5		33,938	55,900	87,241	96,453	156,681	13,228	4,413	245,006	56
6		364	1,374	6,227	2,112	.....	.....	.....	2,453	.....
7		.....	.....	.....	.....	5,348	3,392	1,491	.....	.....
8		8	13	21	22	34	2	.....	.....	.....

II.—TABLE B.—

Counties. (Including incorporated villages, but not cities or towns.)	Number of pupils in the								
	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Brant	648	480	668	838	703	217	3,554	3,554	3,554
2 Bruce	2,946	1,891	2,325	2,859	2,736	493	12,852	12,992	12,050
3 Carleton	1,670	1,088	1,605	1,408	1,221	228	6,674	6,789	5,982
4 Dufferin	1,093	708	991	1,037	1,007	227	4,924	4,994	4,695
5 Elgin	1,417	1,027	1,438	1,291	1,286	435	6,894	6,894	6,894
6 Essex	2,644	1,615	1,625	1,440	1,099	146	8,079	8,282	7,923
7 Frontenac	1,446	801	1,050	1,258	1,286	125	5,358	5,437	4,985
8 Grey	3,659	2,359	3,171	3,119	2,400	422	14,652	14,515	13,579
9 Haldimand	1,051	749	1,033	977	1,170	210	4,917	5,082	4,719
10 Haliburton	528	293	348	349	191	.....	1,488	1,473	1,261
11 Halton	920	561	707	786	802	220	3,996	3,996	3,996
12 Hastings	2,621	1,848	1,752	1,639	1,131	208	9,140	9,135	8,649
13 Huron	2,383	1,618	2,380	2,895	2,812	945	12,565	12,843	11,968
14 Kent	2,386	1,430	1,906	1,715	1,570	432	9,144	9,103	8,731
15 Lambton	2,451	1,760	1,861	1,818	2,107	548	10,172	10,351	9,644
16 Lanark	1,362	831	1,003	937	743	156	5,032	5,032	5,032
17 Leeds & Grenville	2,172	1,364	2,046	2,054	2,330	349	9,420	9,733	9,773
18 Lennox & Addington	1,006	715	896	1,199	1,074	156	5,046	5,046	4,525
19 Lincoln	945	562	814	894	1,039	99	4,126	4,259	3,936
20 Middlesex	2,154	1,633	2,044	2,468	2,513	725	11,384	11,368	11,124
21 Norfolk	1,307	955	1,419	1,320	1,029	203	6,597	6,702	6,238
22 North'mb'd & Durh'm	2,359	1,818	2,494	2,722	2,598	440	12,161	14,255	11,518
23 Ontario	1,550	1,158	1,426	1,820	2,032	250	7,884	8,042	7,571
24 Oxford	1,579	1,118	1,501	1,640	1,807	468	7,637	8,416	7,209
25 Peel	1,066	820	742	889	1,093	215	4,645	4,728	4,426
26 Perth	1,438	956	1,143	1,959	1,311	498	6,879	7,123	4,693
27 Peterborough	1,481	898	1,105	1,139	1,088	133	5,627	5,668	5,039
28 Prescott & Russell	2,026	963	1,063	987	833	144	5,519	5,681	5,110
29 Prince Edward	562	431	613	644	917	204	3,321	3,345	3,237
30 Renfrew	2,114	1,304	1,472	1,468	1,350	225	6,971	7,445	5,911
31 Simcoe & W. Musk'ka	3,938	2,698	3,214	3,163	2,891	888	16,241	16,445	15,676
32 St'm't, Du'd's & Glen.	3,609	2,010	3,406	1,814	2,113	440	13,072	13,169	12,173
33 Victoria & E. Musk'ka	2,261	1,528	1,969	2,056	1,761	334	9,173	8,588	8,491
34 Waterloo	1,665	1,197	1,668	1,547	1,037	174	7,288	7,288	6,880
35 Welland	1,184	791	966	1,164	1,218	283	5,444	5,529	5,347
36 Wellington	1,986	1,416	1,856	2,184	1,720	570	9,150	9,414	8,701
37 Wentworth	968	755	893	1,335	1,162	241	5,158	5,250	4,992
38 York	2,995	1,926	2,506	2,770	2,191	316	12,151	12,271	11,655
39 Districts	3,243	1,810	2,165	1,984	1,432	191	9,974	9,891	9,108
Total	72,833	47,885	61,284	63,586	59,398	12,558	304,302	309,158	286,995
Cities.									
1 Belleville	501	264	263	334	363	.....	1,725	1,725	1,725
2 Brantford	507	385	576	777	374	.....	2,619	2,619	2,619
3 Chatham	363	326	368	317	324	.....	1,698	1,698	1,698
4 Guelph	343	196	281	508	376	99	1,803	1,803	1,803
5 Hamilton	2,167	1,248	1,245	2,292	1,393	410	8,013	8,755	8,755
6 Kingston	681	346	369	653	491	150	2,690	2,690	2,690
7 London	1,414	769	1,305	1,085	1,238	.....	5,811	5,811	5,811
8 Ottawa	1,236	438	583	1,083	1,077	86	4,503	4,503	4,503
9 St. Catharines	394	276	231	387	256	.....	1,544	1,544	1,544
10 St. Thomas	619	324	430	450	394	.....	2,217	2,217	2,217
11 Stratford	300	193	305	500	377	.....	1,675	1,675	1,675
12 Toronto	5,454	3,486	6,429	6,162	5,357	2,050	28,938	28,938	28,777
13 Windsor	953	352	409	332	183	..	2,229	2,229	2,229
Total	14,932	8,603	12,794	14,880	12,203	2,795	65,465	66,207	66,046

The Public Schools.

different branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	3,554	1,313	2,415	935	1,716	1,348	1,576	237	216	209	172	65	59
2	8,482	4,228	7,981	3,288	5,566	6,080	4,637	459	464	432	74	33	74
3	4,468	1,442	4,536	1,584	1,924	1,995	2,002	238	255	244	56	49	9
4	3,312	2,217	3,333	1,519	2,151	2,129	3,322	203	189	184	37	30	594
5	6,894	2,258	6,894	1,949	2,768	4,016	3,565	784	429	414	199	77	45
6	5,153	1,570	4,418	2,916	2,657	2,855	3,026	156	119	116	18	10	191
7	3,846	1,336	3,297	1,567	2,036	1,400	2,054	195	128	110	31	27	1
8	9,855	5,592	8,578	3,341	5,892	8,553	7,255	486	396	430	231	168	222
9	3,754	1,257	3,549	1,623	1,751	1,855	3,034	310	231	209	119	294	82
10	921	209	848	188	284	168	308	12	5	2	.....	.....	.....
11	2,818	1,996	2,587	1,208	1,576	1,649	2,200	249	209	213	55	25	119
12	5,463	3,262	5,544	1,361	2,784	4,723	6,023	1,277	170	164	84	49	92
13	9,578	3,908	8,445	3,701	5,567	4,849	4,388	950	862	850	259	196	80
14	6,265	3,418	6,004	2,262	2,856	3,956	4,140	493	425	406	161	123	73
15	6,722	4,469	7,042	2,925	4,246	4,831	6,104	547	516	496	72	70	97
16	3,019	474	2,928	952	1,392	1,138	2,141	152	143	131	43	.....	.....
17	6,906	865	6,518	2,884	3,530	3,678	3,027	346	348	332	114	80	11
18	3,350	570	3,364	1,347	1,452	1,868	1,581	290	126	100	26	26	123
19	2,883	788	2,730	1,235	1,487	1,610	1,526	115	82	78	14	6	.....
20	8,141	3,537	7,598	3,308	4,135	6,137	6,395	733	658	537	69	35	76
21	5,074	2,358	4,037	2,174	2,363	2,921	3,862	293	189	168	84	50	50
22	8,830	1,671	7,571	3,061	3,847	4,434	3,415	454	398	383	120	76	18
23	5,471	3,012	4,886	2,506	3,124	2,931	3,167	374	233	260	62	62	8
24	5,826	2,506	5,541	2,818	3,349	3,153	3,600	467	411	380	153	117	75
25	3,061	1,476	2,514	1,362	2,019	1,697	1,684	186	187	187	31	29	19
26	4,290	1,725	4,173	1,846	2,408	1,789	1,611	168	191	165	25	25	19
27	4,203	896	3,614	1,403	1,799	2,142	2,313	145	141	139	37	41	15
28	3,491	1,586	3,155	1,072	1,522	1,644	2,954	435	141	136	48	37	121
29	2,766	787	2,435	1,200	1,360	2,005	1,411	228	194	188	101	58	69
30	4,296	685	4,010	1,670	2,153	1,917	1,192	333	219	204	17	16	16
31	10,713	10,399	10,075	4,365	6,433	5,688	11,147	1,352	874	862	258	197	1,314
32	9,876	2,986	8,393	2,705	3,051	4,885	5,354	463	425	321	85	62	180
33	6,303	3,263	5,261	2,223	2,956	2,454	3,516	342	328	297	172	109	112
34	4,666	4,710	4,299	1,147	2,151	1,957	2,625	176	144	136	34	31	1
35	4,034	2,251	3,818	1,528	2,422	2,715	2,102	498	267	235	17	7	95
39	6,396	2,703	5,112	2,380	4,110	3,240	3,172	431	390	349	50	23	1
37	3,849	1,683	3,566	1,613	2,053	1,484	1,640	221	226	231	21	25	29
38	9,080	5,409	9,065	2,923	3,815	3,863	5,826	301	267	217	92	12	6
39	5,885	2,160	5,075	2,209	2,796	2,269	3,841	407	171	161	18	10	.....
	213,444	96,975	194,220	80,298	109,601	117,528	132,736	14,436	11,417	10,676	3,259	2,350	3,996
1	1,028	1,725	871	363	698	698	1,725	.....	.....	.....	.....	.....	.....
2	2,619	2,619	1,727	374	890	2,619	2,619	.....	53	.....	.....	.....	.....
3	1,632	1,698	1,432	419	641	767	1,698	135	.....	.....	.....	.....	.....
4	1,240	1,196	1,679	265	640	938	1,630	99	.....	.....	.....	.....	.....
5	5,340	8,345	6,588	1,803	2,242	1,803	8,755	410	401	410	171	.....	.....
6	1,978	2,105	2,111	596	931	995	2,690	150	68	68	38	.....	.....
7	5,811	5,811	2,374	1,050	1,853	5,811	5,811	.....	.....	.....	.....	.....	.....
8	2,246	4,417	2,246	1,163	1,163	1,163	4,503	86	86	86	.....	.....	.....
9	1,544	.....	1,150	256	449	449	.....	2	.....	.....	.....	.....	.....
10	1,174	.....	1,174	394	844	844	2,217	.....	.....	.....	.....	.....	.....
11	1,216	1,675	1,249	377	633	424	1,019	.....	.....	.....	.....	.....	.....
12	28,449	27,890	28,018	4,506	7,002	15,413	27,354	3,526	1,970	1,970	1,676	949	.....
13	1,101	1,854	836	199	515	900	896	.....	.....	.....	.....	.....	.....
	55,378	59,335	51,455	11,765	18,501	32,824	60,917	4,408	2,578	2,534	1,885	949	.....

II.—TABLE B.—

Towns.	Number of pupils in the							
	Reading.						Writing.	Arithmetic.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.		
1 Alliston	78	48	75	47	74	44	366	366
2 Alton	73	65	96	89	84	.....	407	407
3 Amherstburg	82	47	73	42	32	25	301	301
4 Arran	266	95	82	85	131	.....	599	599
5 Aurora	83	48	104	95	73	.....	403	403
6 Ayton	62	74	96	123	133	.....	488	488
7 Barrie	273	146	246	161	185	.....	1,011	1,011
8 Berlin	441	229	308	316	168	.....	1,462	1,462
9 Blenheim	97	100	121	69	57	49	493	493
10 Bothwell	54	35	34	47	24	22	216	216
11 Bowmanville	112	77	141	138	134	.....	602	602
12 Bracebridge	305	110	132	88	89	24	748	748
13 Brantford	128	98	91	192	114	.....	623	623
14 Brockville	419	212	349	321	215	.....	1,516	1,516
15 Carleton Place	257	155	120	205	169	.....	906	906
16 Clinton	123	115	80	163	80	12	573	573
17 Cobourg	108	107	160	179	165	.....	719	719
18 Collingwood	339	240	227	276	239	.....	1,321	1,321
19 Cornwall	244	117	114	105	133	.....	713	713
20 Deseronto	232	182	126	66	98	.....	704	704
21 Dresden	120	89	56	67	59	60	451	451
22 Dundas	150	100	82	99	116	.....	547	547
23 Durham	56	68	75	67	66	67	439	439
24 Essex	108	75	78	77	49	.....	387	387
25 Forest	84	40	85	60	68	.....	337	337
26 Ft. William	161	83	77	67	64	12	464	464
27 Galt	316	201	293	365	312	25	1,512	1,512
28 Gananoque	227	128	162	130	131	.....	778	778
29 Goderich	161	76	187	194	148	.....	766	766
30 Gore Bay	42	24	22	33	28	31	180	180
31 Gravenhurst	220	90	95	70	94	.....	569	569
32 Harrison	97	68	88	76	140	.....	469	469
33 Ingersoll	158	71	201	165	125	.....	720	720
34 Kincardine	113	96	91	174	108	.....	582	582
35 Leamington	185	78	71	110	59	.....	503	503
36 Lindsay	255	91	245	234	208	.....	1,033	1,033
37 Little Current	134	133	67	165	106	.....	608	608
38 Listowel	67	56	52	30	20	10	235	235
39 Mattawa	20	18	8	27	17	15	105	105
40 Meaford	97	75	110	85	47	.....	414	414
41 Midland	229	77	112	105	92	9	624	624
42 Milton	186	29	55	14	43	58	385	385
43 Mitchell	95	62	68	130	124	.....	479	479
44 Mt. Forest	114	69	136	130	145	.....	594	594
45 Napanee	136	93	147	147	169	.....	692	692
46 Newmarket	70	76	107	93	77	.....	423	423
47 Niagara	66	25	40	113	44	.....	288	288
48 Niagara Falls	150	52	106	137	171	.....	616	616
49 North Bay	124	78	40	22	56	19	339	339
50 North Toronto	155	72	86	82	46	20	461	461
51 Oakville	79	89	62	55	47	.....	332	332
52 Orangeville	145	100	111	127	77	.....	560	560
53 Orillia	286	174	298	215	204	.....	1,177	1,177
54 Oshawa	158	102	176	242	142	.....	820	820
55 Owen Sound	287	191	290	301	300	.....	1,369	1,369
56 Palmerston	135	77	60	84	113	51	520	520
57 Parkhill	51	55	86	58	49	.....	299	299
58 Paris	140	96	125	143	107	.....	611	611
59 Parry Sound	241	89	110	96	90	63	669	669

The Public Schools.

different branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	366	366	366	118	165	366	366	118	44	44	44	44	.....
2	307	90	226	130	130	84	407						.....
3	195	.....	137	57	99	115	58	25	25	25	25	25	.....
4	298	378	413	131	216	131	599						.....
5	403	330	403	73	168	272	330						.....
6	378	300	428	75	133	133	180			128			.....
7	738	924	787	299	354	604	928	337					.....
8	792	792	484	168	484	484							.....
9	402	440	249	106	57	228	256	49	49	49	12	12	.....
10	127	123	216	46	46	93	.....	22	22	22			.....
11	413	330	272	134	272	423	602						.....
12	323	315	323	65	65	138	520	24	24	24	24		.....
13	397	404	397	156	242	156	578						.....
14	885	631	536	367	367	215	631						.....
15	566	.....	442	169	259	169	694						.....
16	338	573	335	67	80	67	573	12	12	12			.....
17	611	554	611	344	344	504	719						.....
18	805	721	635	305	515	682	899						.....
19	469	713	713	133	186	713	713						.....
20	472	704	704	98	290	290	704						.....
21	303	209	186	101	139	71	.....	45	60	60	60	30	.....
22	329	547	329	100	183	183	547						.....
23	343	.....	321	133	200	343	275	50	67	50	67	50	.....
24	204	285	244	49	26	49	.....						.....
25	213	337	337	68	128	166	337						.....
26	297	361	464	75	133	133	378	13	12	12			.....
27	1,098	563	824	337	702	823	262	17	25	25			.....
28	551	388	423	131	228	423	363						.....
29	605	.....	342	276	276	148	.....						.....
30	180	66	180	59	59	59	.....	31	31	31	31	31	.....
31	259	180	331	94	164	241	316						.....
32	372	254	372	215	316	316	372	1	2				.....
33	720	720	720	125	239	70	720						.....
34	506	.....	402	128	190	397	.....	66					.....
35	463	202	463	59	169	463	208		2	2			.....
36	674	521	760	208	333	208	530						.....
37	339	608	339	106	206	339	.....						.....
38	112	.....	112	30	30	20	.....	10	10	10			.....
39	85	26	85	59	59	105	73	18	15	15			.....
40	414	129	414	47	195	414	414						.....
41	419	280	419	122	206	191	332	9	9	9			.....
42	199	385	170	101	115	385	385	58	58	58	42	42	.....
43	384	.....	309	124	254	254	.....						.....
44	413	550	280	217	217	594	594						.....
45	518	239	503	169	70	170	315	70					.....
46	277	358	343	77	142	210	423						.....
47	197	197	197	44	177	177	92						.....
48	414	.....	308	171	308	171	.....						.....
49	339	316	339	75	97	137	.....	18	18	18			.....
50	389	461	461	66	148	227	461	20	21	21			.....
51	223	230	164	47	102	102	230						.....
52	368	560	560	204	204	315	560						.....
53	832	330	791	294	419	361	.....						.....
54	506	.....	506	142	297	297	.....						.....
55	889	1,369	889	300	60	790	1,082						.....
56	405	77	405	164	248	113	.....	51	51	51	51	17	.....
57	276	115	248	30	56	68	154						.....
58	375	504	250	107	171	61	611						.....
59	350	321	187	152	187	224	298	65	63	63	21	19	.....

II.—TABLE B.—

Towns.	Number of pupils in the								
	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
60 Pen broke	174	93	101	112	181	.....	661	661	661
61 Penetanguishene	132	53	62	41	13	12	313	313	313
62 Perth	124	68	130	116	129	.....	567	567	567
63 Peterborough	399	315	333	258	323	.....	1,627	1,627	1,627
64 Petrolea	315	160	162	262	185	.....	1,084	1,084	1,084
65 Picton	161	91	120	144	159	.....	675	675	675
66 Port Arthur	183	56	53	52	91	.....	435	435	435
67 Port Hope	244	143	225	194	176	.....	982	982	652
68 Prescott	86	63	51	56	115	.....	371	371	371
69 Rat Portage	184	107	130	81	39	36	577	577	577
70 Renfrew	94	64	86	116	63	.....	423	423	423
71 Ridgetown	104	59	120	121	159	.....	563	563	563
72 Sandwich	77	59	85	44	39	.....	304	304	304
73 Sarnia	314	176	212	247	272	4	1,225	1,225	1,225
74 Sault St. Marie.....	209	100	118	88	66	52	633	633	633
75 Seaforth	81	55	75	132	109	77	529	529	529
76 Simcoe	93	77	126	114	150	.....	560	560	560
77 Smith's Falls.....	294	121	145	185	137	.....	882	882	882
78 Stayner	141	70	81	50	46	26	414	414	414
79 St. Mary's	137	117	195	209	227	.....	800	800	800
80 Strathroy	138	76	116	116	161	.....	607	607	607
81 Sudbury	61	38	13	39	14	7	172	172	172
82 Thessalon	68	39	33	41	52	12	245	245	245
83 Thornbury	14	69	45	49	65	36	278	278	278
84 Thorold	67	71	82	91	76	.....	387	387	387
85 Tilsonburg	64	66	127	89	143	.....	489	489	489
86 Toronto Junction....	374	300	250	273	219	.....	1,416	1,216	1,281
87 Trenton	219	141	155	127	77	.....	719	719	714
88 Uxbridge	81	159	72	83	76	.....	471	471	471
89 Walkerton	150	63	138	123	133	.....	607	607	607
90 Walkerville	67	59	44	43	31	.....	244	244	244
91 Wallaceburg	222	121	132	105	47	46	673	673	673
92 Waterloo	124	103	119	193	74	.....	613	613	613
93 Welland	92	91	102	99	56	.....	440	440	440
94 Whitby	103	58	75	122	129	.....	487	487	487
95 Wiarton	172	50	142	102	123	.....	589	589	589
96 Wingham	106	85	113	130	108	70	612	612	612
97 Woodstock	445	279	357	335	303	.....	1,719	1,719	1,719
Total	15,487	9,481	11,860	12,181	11,024	994	60,921	60,721	59,398
Totals.									
1 Counties, etc	72,833	47,885	61,284	63,586	59,398	12,558	304,302	309,158	286,955
2 Cities	14,932	8,603	12,794	14,880	12,203	2,795	65,465	66,207	66,046
3 Towns	15,487	9,481	11,860	12,181	11,024	994	60,921	60,721	59,398
4 Grand total, 1895	103,252	65,969	85,938	90,647	82,625	16,347	430,688	436,086	412,399
5 Grand total, 1894	103,067	66,938	86,206	90,833	81,941	14,456	428,816	433,455	400,596
6 Increase.....	185	.....	.....	.....	684	1,891	1,872	2,631	11,803
7 Decrease .....	.....	969	268	186	.....	.....	.....	.....	.....
8 Percentage	23	15	19	20	19	4	97	98	93

The Public Schools.

different branches of instruction.

	Ge. graphy.	Music.	Grammar and Con- position.	English History.	Canadian History.	Physiology and Tem- perance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
60	487	661	661	181	293	293	661	.....	40	40	.....	.....	.....
61	181	313	128	66	66	25	.....	48	12	12	5	5	.....
62	375	.....	317	129	182	129	567	.....	.....	.....	.....	.....	.....
63	913	1,627	1,627	336	580	1,627	1,627	.....	.....	.....	.....	.....	.....
64	1,084	1,084	1,084	185	502	609	1,034	.....	.....	.....	.....	.....	.....
65	504	345	504	159	303	423	418	.....	.....	.....	.....	.....	.....
66	290	.....	169	64	143	112	168	.....	.....	.....	.....	.....	.....
67	595	597	595	176	261	367	384	.....	.....	.....	.....	.....	.....
68	243	.....	243	115	115	171	.....	.....	.....	.....	.....	.....	.....
69	286	502	286	156	156	120	577	20	36	36	20	20	.....
70	305	246	246	63	179	246	244	.....	.....	.....	.....	.....	.....
71	459	404	459	159	280	280	343	.....	.....	.....	.....	.....	.....
72	210	141	196	59	83	32	304	.....	.....	.....	.....	.....	.....
73	913	962	1,053	383	523	897	1,155	4	1	.....	.....	.....	.....
74	324	62	132	118	206	142	.....	52	52	52	.....	.....	.....
75	401	386	298	124	100	80	341	50	80	80	.....	.....	.....
76	459	.....	266	150	264	390	560	.....	.....	.....	.....	.....	.....
77	882	882	882	137	206	816	882	.....	.....	.....	.....	.....	.....
78	273	292	203	51	122	51	132	26	26	26	4	4	1
79	800	80	720	227	436	124	299	.....	.....	.....	.....	.....	.....
80	333	607	607	85	277	607	607	.....	.....	.....	.....	.....	.....
81	78	94	172	21	60	60	94	7	7	7	.....	.....	.....
82	138	181	138	64	105	52	107	12	12	12	.....	.....	.....
83	278	50	278	130	160	278	222	36	36	36	36	36	.....
84	354	.....	387	76	167	249	.....	.....	.....	.....	.....	.....	.....
85	425	425	338	189	189	319	489	.....	.....	.....	.....	.....	.....
86	1,026	1,260	1,026	219	401	294	1,341	.....	.....	.....	.....	.....	.....
87	500	.....	500	77	204	204	719	.....	.....	.....	.....	.....	.....
88	471	471	471	201	201	201	471	.....	.....	.....	.....	.....	.....
89	607	607	607	109	256	607	607	.....	.....	.....	.....	.....	.....
90	118	.....	135	31	74	55	.....	.....	.....	.....	.....	.....	.....
91	330	.....	451	93	150	150	46	46	46	46	46	46	.....
92	489	65	489	74	139	74	124	.....	.....	.....	.....	.....	.....
93	315	110	303	155	155	242	169	.....	.....	.....	.....	.....	.....
94	435	399	450	179	231	362	399	.....	.....	.....	.....	.....	.....
95	366	435	367	154	194	303	222	.....	.....	.....	.....	.....	.....
96	506	421	421	178	308	140	.....	70	70	70	48	48	.....
97	1,274	.....	1,274	303	638	995	1,719	.....	.....	.....	.....	.....	.....
	43,202	34,085	42,297	13,424	21,395	28,981	37,141	1,700	1,038	1,446	536	429	1
1	213,444	96,975	191,220	80,293	109,601	117,523	132,736	14,436	11,417	10,676	3,259	2,350	3,996
2	53,378	59,335	51,455	11,765	18,501	32,824	60,917	4,408	2,578	2,534	1,885	949	.....
3	43,202	34,085	42,297	13,424	21,395	28,981	37,141	1,700	1,038	1,446	536	429	1
4	312,024	190,395	287,972	105,487	149,497	179,333	230,794	20,544	17,033	14,656	5,680	3,728	3,997
5	311,067	182,371	280,445	101,732	143,612	177,513	219,548	22,482	13,353	12,693	6,122	3,549	7,680
6	937	8,024	7,527	3,755	5,885	1,820	11,246	.....	1,680	1,963	.....	179	.....
7	.....	.....	.....	.....	.....	.....	.....	1,938	.....	.....	442	.....	3,683
8	70	44	65	24	34	41	52	5	3	3	1	1	1

III.—TABLE C.—The

Public School

Counties. (Including incorporated villages, but not cities or towns)	Total number.		Annual salaries.			
	Public School teachers.	Male.	Female.	Highest salary paid.	Average salary, male teacher.	Average salary, female teacher.
1 Brant	69	27	42	550	421	315
2 Bruce	211	100	111	700	353	260
3 Carleton	131	55	76	650	348	282
4 Dufferin	91	27	64	700	337	275
5 Elgin	129	64	65	529	367	287
6 Essex	136	59	77	500	397	291
7 Frontenac	146	30	116	540	281	228
8 Grey	233	101	138	550	353	277
9 Haldimand	98	36	62	650	380	290
10 Haliburton	58	11	47	550	270	201
11 Halton	75	28	47	610	412	304
12 Hastings	195	69	136	700	351	261
13 Huron	216	124	92	700	386	276
14 Kent	146	63	83	650	381	308
15 Lambton	194	69	125	600	376	284
16 Lanark	132	23	109	600	321	223
17 Leeds and Grenville	251	73	178	650	406	242
18 Lennox and Addington	123	33	90	600	310	235
19 Lincoln	81	35	46	600	395	294
20 Middlesex	212	96	116	700	363	300
21 Norfolk	118	56	62	600	347	271
22 North. and Durham	242	106	136	600	356	276
23 Ontario	146	61	75	800	377	287
24 Oxford	134	82	52	600	422	278
25 Peel	88	40	48	600	380	255
26 Perth	115	71	44	600	390	288
27 Peterborough	113	42	71	700	305	258
28 Prescott and Russell	121	32	89	*1,100	359	234
29 Prince Edward	82	37	45	500	336	273
30 Renfrew	144	31	113	500	302	215
31 Simcoe and W. Muskoka	263	132	131	750	357	267
32 Stormont, Dundas and Glengarry	264	92	172	800	337	247
33 Victoria and E. Muskoka	200	69	131	600	341	234
34 Waterloo	129	68	61	700	434	281
35 Welland	102	35	67	800	408	288
36 Wellington	163	95	68	650	383	286
37 Wentworth	91	48	43	500	400	284
38 York	195	93	102	800	415	300
39 Districts	242	86	156	600	310	244
Total	5,875	2,389	3,486	800	365	253

*Plattagenet

Public Schools.

teachers.

Attended Normal School.		Certificates.							
Number of teachers who have attended Normal School.		Total number of certificates.	Provincial 1st class.	Provincial 2nd class.	1st class County Board.	2nd class County Board.	3rd class.	Temporary certificates.	Other certificates.
1	37	69	5	37			27		
2	41	211	4	36	2		160	9	
3	29	131	3	26			98	4	
4	15	91	1	15			75		
5	46	129	1	45			83		
6	28	136	2	32	1		88	13	
7	16	146		35	1		110		
8	54	239	2	69	2	4	162		
9	28	98	1	29	1		67		
10	4	58		3		1	48	6	
11	22	75		23	1		51		
12	48	195	1	47			145	2	
13	78	216	1	79			136		
14	45	146	1	39	1		105		
15	65	194	1	65			128		
16	15	132		15	2		102	13	
17	41	251	1	42			206	2	
18	13	123	2	12	2	2	103	2	
19	31	81	3	31	1		46		
20	91	212		98			114		
21	26	118	1	27		6	84		
22	81	242	1	95	1	2	141	2	
23	44	136	5	57			74		
24	52	134	1	53	1		79		
25	39	88		39			49		
26	48	115		49			66		
27	26	113	2	25		1	79	6	
28	19	121	2	19			96	4	
29	15	82		15	1		66		
30	2	144		2	2		140		
31	56	263	2	59			202		
32	48	264	1	49	2	1	204	7	
33	35	200		36			162	2	
34	65	129	1	66			60	2	
35	33	102	1	29	7		64	1	
36	65	163	1	67	1		94		
37	38	91		40	3		48		
38	92	195	4	92	5		94		
39	15	242	5	33			198	6	
1,546		5,875	56	1,630	37	17	4,054	81	.....

training school.

III.—TABLE C.—The

Totals.	Public School					
	Total number.			Annual salaries.		
	Public School teachers.	Male.	Female.	Highest salary paid.	Average salary, male teacher.	Average salary, female teacher.
1 Counties. etc	5,875	2,389	3,486	\$ 800	\$ 365	\$ 258
2 Cities	1,338	138	1,200	1,500	864	419
3 Towns	945	168	777	1,150	642	301
4 Grand total, 1895	8,158	2,695	5,463	1,500	408	298
5 " 1894	8,110	2,662	5,448	1,500	421	300
6 Increase	48	33	15	.....	.....	.....
7 Decrease .....	.....	.....	.....	.....	13	2
8 Percentage .....	.....	33	67	.....	.....	.....

Public Schools.

Teachers.

Attended Normal School.		Certificates.							
Number of teachers who have attended Normal School.		Total number of certificates.	Provincial 1st class.	Provincial 2nd class.	1st class County Board.	2nd class County Board.	3rd class.	Temporary certificates.	Other certificates.
1	1,546	5,875	56	1,630	37	17	4,054	81	.....
2	1,024	1,338	149	901	16	6	49	.....	217
3	649	945	69	631	22	10	204	7	2
4	3,219	8 158	274	3,162	75	33	4,307	88	219
5	3,168	8,110	251	3,103	81	42	4,220	145	268
6	51	48	23	59	.....	.....	87	.....	.....
7	.....	.....	.....	.....	6	9	.....	57	49
8	40	.....	3	39	1	$\frac{1}{2}$	53	1	$2\frac{1}{2}$

IV.—TABLE D.—The

Totals.	Total number of schools.			School houses.					School		
	Number of school sections.	Number of schools open.	Number of schools closed or not reported.	Brick.	Stone.	Frame.	Log.	Total.	Inspectors.	Trustees.	Clergymen.
1 Counties, etc	5,288	5,278	10	1,972	528	2,425	403	5,328	10,785	11,029	3,783.
2 Cities	168	168	.....	142	18	8	.....	168	2,618	1,827	261
3 Towns	214	214	.....	156	23	35	.....	214	1,819	2,104	571
4 Grand total, 1895	5,670	5,660	10	2,270	569	2,468	403	5,710	15,222	14,960	4,615
5 " 1894	5,659	5,649	10	2,243	558	2,443	453	5,697	15,149	15,073	4,709.
6 Increase.....	11	11	.....	27	11	25	.....	13	73	.....	.....
7 Decrease .....	.....	.....	.....	.....	.....	.....	50	.....	.....	113	94
8 Percentage .....	.....	.....	.....	40	10	43	7	.....	19	18	6.

Public Schools.

visits			Maps, globes.		Examina- tions, prizes.		Lectures.			Trees.	Prayers.																	
Other persons.			Total.		Total number of maps.		Total number of globes.		Number of examinations.		Number of schools distributing prizes.		In- spectors.		Other persons.		Total.		Number of trees planted on Arbor Day.		Number of schools using author- ized Scripture readings.		Number opened and closed with prayer.		Number using Bible.		Number imparting religious in- struction.	
1	34,881	60,478	41,063	6,013	3,012	543	239	301	540	13,418	2,991	4,917	2,227	719														
2	8,113	12,819	6,199	232	32	100	13	6	19	31	57	168	111	3														
3	3,219	7,713	2,359	236	159	28	31	42	73	681	97	210	117	26														
4	46,213	81,010	49,621	6,481	3,203	671	283	349	632	14,130	3,145	5,295	2,455	748														
5	46,432	81,363	49,525	.....	3,171	679	266	366	632	14,244	3,113	5,267	2,358	733														
6	.....	.....	96	.....	32	.....	17	.....	.....	.....	32	28	97	15														
7	219	353	.....	.....	.....	8	.....	17	.....	114	.....	.....	.....	.....														
8	57	.....	9 to each school	1 to each school	.....	12	45	55	.....	.....	57	93	44	13														

V.—TABLE E.—The

Counties. (Including incorporated villages, but not cities or towns.)	Receipts.			
	Teachers' salaries, (Legislative grant).	Municipal grants and assessments.	Clergy reserve fund, balances and other sources.	Total receipts for all Public School pur- poses.
	c.	\$ c.	\$ c.	\$ c.
1 Brant	1,814 00	21,623 30	20,079 32	43,516 62
2 Bruce	5,933 00	77,601 13	27,405 78	110,939 91
3 Carleton	3,552 00	44,163 03	9,422 03	57,137 06
4 Dufferin	3,207 00	32,618 30	9,585 37	45,410 67
5 Elgin	3,587 00	44,228 66	24,166 37	71,982 03
6 Essex	4,033 00	53,263 79	20,976 42	78,273 21
7 Frontenac	3,888 00	32,863 43	14,154 85	50,906 28
8 Grey	6,857 00	81,673 42	33,032 67	121,563 09
9 Haldimand	2,879 00	34,614 52	12,085 31	49,578 83
10 Haliburton	3,432 00	8,821 05	3,470 68	15,723 73
11 Halton	2,090 00	24,962 76	13,077 18	40,129 94
12 Hastings	6,263 50	55,372 59	27,003 19	88,639 28
13 Huron	6,821 00	89,402 12	29,458 18	125,681 30
14 Kent	4,335 00	54,653 14	31,218 75	90,206 89
15 Lambton	4,940 00	63,080 27	26,784 34	100,804 61
16 Lanark	3,732 00	34,826 74	12,021 27	50,580 01
17 Leeds and Grenville	5,298 00	65,034 67	24,324 30	94,656 97
18 Lennox and Addington	3,100 00	29,972 62	14,252 87	47,325 49
19 Lincoln	2,370 00	32,154 27	13,217 84	44,742 11
20 Middlesex	6,200 00	76,180 29	36,892 67	117,272 96
21 Norfolk	3,050 00	40,214 11	23,326 03	66,590 14
22 Northumberland and Durham	6,209 50	82,561 59	31,992 34	120,763 43
23 Ontario	4,449 00	55,500 30	14,094 91	74,044 21
24 Oxford	3,953 00	55,018 87	49,761 08	108,732 95
25 Peel	2,277 00	33,676 86	15,831 98	51,785 84
26 Perth	3,730 00	45,042 44	16,084 37	64,856 81
27 Peterborough	3,789 00	34,741 22	10,971 62	49,501 84
28 Prescott and Russell	3,395 00	32,096 99	12,446 87	47,938 86
29 Prince Edward	1,777 00	25,260 24	9,170 90	36,208 14
30 Renfrew	5,420 00	35,183 51	11,451 43	52,054 94
31 Simcoe and W. Muskoka	7,141 00	88,638 02	34,244 44	130,023 46
32 Stormont, Dundas and Glengarry	6,447 00	76,766 54	25,385 07	108,598 61
33 Victoria and E. Muskoka	4,034 00	51,376 07	16,174 96	71,585 03
34 Waterloo	3,526 75	51,911 07	37,591 60	93,029 42
35 Welland	2,652 00	33,719 31	21,827 94	58,199 25
36 Wellington	4,839 00	62,479 86	20,280 17	87,599 03
37 Wentworth	2,904 00	32,959 52	18,043 16	53,906 68
38 York	5,991 00	77,470 60	49,145 12	132,606 72
39 Districts	30,681 37	58,710 43	26,159 61	115,551 41
Total	190,597 12	1,936,437 65	846,612 99	2,973,647 76
Cities.				
1 Belleville	1,040 00	12,902 38	1,236 01	15,178 39
2 Brantford	1,958 50	25,350 00	9,056 07	36,364 57
3 Chatham	1,117 50	11,806 00	3,739 98	16,663 48
4 Guelph	1,063 13	17,124 53	427 52	18,615 18
5 Hamilton	5,799 00	107,548 59	44,432 66	157,780 25
6 Kingston	1,911 00	26,200 00	1,657 53	29,768 53
7 London	4,110 00	65,873 29	3,008 38	72,991 67
8 Ottawa	2,905 75	84,026 00	10,358 87	97,290 62
9 St. Catharines	910 00	12,970 00	452 55	14,332 55
10 St. Thomas	1,364 00	13,283 38	2,409 97	17,057 35
11 Stratford	1,233 25	13,200 00	2,286 32	16,719 57
12 Toronto	20,625 50	371,518 00	93,278 16	485,421 66
13 Windsor	1,575 00	21,247 53	10,624 16	33,446 69
Total	45,612 63	783,049 70	182,968 18	1,011,630 51

Public Schools.

Expenditure.

	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes and libraries.	Rent and repairs, fuel and other ex- penses.	Total expenditure for all Public School purposes.	Balances.
	\$ c.	\$ c.	\$ c.	c.	\$ c.	\$ c.
1	24,870 01	1,194 72	346 55	6,623 87	33,035 15	10,481 47
2	65,601 77	8,799 21	512 03	16,993 15	91,906 16	19,033 75
3	39,520 24	2,686 74	768 96	7,880 49	50,856 43	6,280 63
4	26,786 63	3,859 29	602 03	6,592 35	37,840 30	7,570 37
5	41,710 37	3,553 90	598 49	9,484 04	55,346 80	16,635 23
6	45,658 76	3,685 16	2,027 90	11,391 98	62,763 80	15,509 41
7	32,524 46	2,304 68	480 36	6,618 50	41,928 00	8,978 28
8	73,593 05	13,585 78	1,610 11	16,791 20	105,580 14	15,982 95
9	31,608 16	674 43	448 95	6,872 97	39,604 51	9,974 32
10	10,217 16	661 18	139 83	1,763 40	12,781 57	2,942 16
11	26,062 73	768 46	646 09	6,256 34	33,733 62	6,396 32
12	54,530 43	8,446 63	945 29	10,012 27	73,934 62	14,704 66
13	73,046 13	16,278 55	762 28	14,233 04	104,320 00	21,361 30
14	49,008 29	1,630 37	784 23	12,485 35	63,908 24	26,298 65
15	60,859 65	1,927 06	1,052 99	14,207 72	78,017 42	22,757 19
16	32,403 00	1,645 48	536 33	6,216 18	40,800 99	9,779 02
17	64,020 14	2,865 67	1,010 64	14,086 94	81,983 39	12,673 58
18	31,270 09	1,803 78	375 42	6,085 64	39,534 93	7,790 56
19	27,305 88	3,267 43	140 58	6,573 60	37,287 49	10,454 62
20	69,286 75	7,949 40	602 08	15,932 27	93,770 50	25,402 46
21	35,880 98	2,754 17	542 25	8,542 54	47,719 94	18,870 20
22	76,862 91	7,735 13	1,667 24	15,730 01	101,995 29	18,768 14
23	46,445 23	1,816 24	805 22	13,188 05	62,252 74	11,791 47
24	48,589 37	16,539 56	642 92	17,810 16	83,582 01	25,150 94
25	29,907 36	3,620 82	391 67	7,829 13	41,748 98	10,636 86
26	40,575 54	4,222 35	290 02	7,817 45	52,905 36	11,951 45
27	31,272 84	2,797 85	485 12	7,292 41	41,849 22	7,652 62
28	30,663 27	1,407 99	285 02	6,249 95	38,606 23	9,332 63
29	24,365 20	1,362 34	475 04	4,381 60	30,584 18	5,623 96
30	32,040 39	5,437 61	397 75	7,180 05	45,055 80	6,999 14
31	81,306 64	8,760 91	1,363 15	16,586 90	108,017 60	22,005 86
32	72,674 84	7,789 16	714 48	17,035 71	98,214 19	10,384 42
33	52,777 20	1,984 93	936 81	10,539 77	66,238 71	5,346 32
34	46,417 24	6,801 49	529 04	9,128 93	62,876 70	30,152 72
35	31,827 58	2,457 11	683 72	7,713 51	42,681 92	15,517 33
36	55,554 58	2,498 99	1,599 10	11,140 35	70,793 02	16,806 01
37	31,446 94	816 06	534 90	8,599 43	41,397 33	12,509 35
38	68,975 91	14,659 03	2,229 54	19,626 38	105,490 86	27,115 86
39	61,153 06	12,138 79	1,277 64	15,243 30	89,812 79	25,738 62
1,778,621 78		193,188 45	30,241 77	408,734 93	2,410,786 93	562,860 83
1	9,497 51	.....	.....	3,629 39	13,126 90	2,051 49
2	18,083 77	9,703 01	1,824 73	6,625 67	36,237 18	127 39
3	10,679 17	389 75	100 00	4,211 84	15,380 76	1,282 72
4	12,139 42	146 53	.....	6,290 60	18,576 55	38 63
5	67,664 32	39,543 56	7,893 28	42,604 29	157,705 45	74 80
6	19,835 82	1,223 33	546 02	7,033 06	28,638 23	1,130 30
7	47,582 99	1,291 83	110 00	22,556 97	71,541 79	1,449 88
8	38,288 92	27,146 39	1,028 50	25,473 93	91,937 74	5,352 88
9	10,267 47	.....	.....	3,349 67	13,617 14	715 41
10	11,948 80	.....	39 10	3,222 40	15,210 30	1,847 05
11	9,567 65	2,039 64	1,322 87	3,526 99	16,457 15	262 42
12	293,463 21	57,679 36	3,520 03	117,848 80	472,511 40	12,910 26
13	16,986 04	8,580 43	786 05	6,745 90	33,098 42	348 27
566,005 09		147,743 83	17,170 58	253,119 51	984,039 01	27,591 50

V.—TABLE E.—The

Towns.	Receipts.			
	Teachers' salaries, (Legislative grant)	Municipal grants and assessments.	Clergy reserve fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
1 Alliston	210 00	2,228 00	638 08	3,076 08
2 Almonte	270 00	4,003 60	798 23	5,071 83
3 Amherstburg	133 00	2,790 00	84 08	3,007 08
4 Arnprior	271 00	2,345 90	506 40	3,123 30
5 Aurora	224 00	2,300 00	564 86	3,088 86
6 Aylmer	306 00	4,193 50	294 71	4,794 21
7 Barrie	645 00	7,400 00	319 89	8,364 89
8 Berlin	916 60	10,039 51	231 50	11,187 01
9 Blenheim	198 00	227 00	3,308 50	3,733 50
10 Bothwell	105 00	1,481 27	552 73	2,139 00
11 Bowmanville	377 00	5,100 00	231 72	5,708 72
12 Bracebridge	291 00	2,724 75	1,817 72	4,833 47
13 Brampton	533 00	5,000 00	365 00	5,898 00
14 Brockville	807 00	12,000 00	905 64	13,712 64
15 Carleton Place	532 00	3,000 00	4,512 72	8,044 72
16 Clinton	450 00	3,500 00	852 10	4,802 10
17 Cobourg	569 00	4,550 00	956 64	6,075 64
18 Collingwood	792 00	8,650 00	2,011 97	11,453 97
19 Cornwall	515 00	5,235 47	1,246 99	6,997 46
20 Deseronto	459 00	4,691 00	709 03	5,859 03
21 Dresden	228 00	3,172 00	3,434 88	6,834 88
22 Dundas	298 75	.....	4,239 78	4,538 53
23 Durham	301 00	2,350 00	680 41	3,331 41
24 Essex	199 00	1,901 00	317 68	2,417 68
25 Forest	344 00	2,300 00	520 46	3,164 46
26 Fort William	196 00	10,766 00	3,778 21	14,740 21
27 Galt	1,026 50	11,650 00	1,437 36	14,113 86
28 Gananoque	588 00	4,422 35	278 57	5,288 92
29 Goderich	557 00	4,758 60	330 50	5,646 10
30 Gore Bay	354 00	1,516 28	391 48	2,261 76
31 Gravenhurst	231 00	2,800 00	280 97	3,311 97
32 Harriston	206 00	2,595 00	203 20	3,004 20
33 Ingersoll	595 00	6,140 78	1,029 81	7,765 59
34 Kincardine	505 00	4,150 00	584 14	5,239 14
35 Leamington	222 00	2,238 00	727 72	3,187 72
36 Lindsay	757 00	10,055 74	203 48	11,016 22
37 Listowel	317 00	3,173 00	10 67	3,500 67
38 Little Current	118 00	929 00	1,112 12	2,159 12
39 Mattawa	343 00	750 35	467 00	1,560 35
40 Meaford	372 00	3,925 00	308 24	4,605 24
41 Midland	205 00	3,344 19	76 76	3,625 95
42 Milton	332 00	1,313 75	1,773 62	3,419 37
43 Mitchell	421 00	3,000 00	335 74	3,756 74
44 Mount Forest	451 00	3,277 50	432 68	4,161 18
45 Napanee	521 00	3,990 00	913 75	5,424 75
46 Newmarket	375 90	3,000 00	2,520 26	5,895 26
47 Niagara	147 00	1,957 38	.....	2,104 38
48 Niagara Falls	381 00	4,000 00	5,377 27	9,758 27
49 North Bay	388 00	3,950 50	741 05	5,079 55
50 North Toronto	205 00	3,600 00	628 65	4,433 65
51 Oakville	185 00	2,108 45	853 33	3,146 78
52 Orangeville	603 00	4,100 00	497 99	5,200 99
53 Orillia	471 00	8,500 00	39 00	9,010 00
54 Oshawa	448 00	6,048 00	71 15	6,567 15
55 Owen Sound	998 00	9,764 98	584 65	11,347 63
56 Palmerston	207 00	2,985 74	.....	3,192 74
57 Parkhill	161 00	2,437 00	763 03	3,361 03
58 Paris	344 00	3,903 19	2,452 08	6,699 27
59 Parry Sound	608 84	4,001 66	567 98	5,178 48

Public Schools.

Expenditure.

	Teachers' salaries.		Sites and building school houses.	Maps, apparatus, prizes and libraries.	Rent and repairs, fuel and other ex- penses.	Total expenditure for all Public School purposes.	Balances.	
	\$	c.	\$	c.	\$	c.	\$	c.
1	1,657	70		23 00	700 60	2,381 30	694	78
2	3,290	32			1,054 30	4,344 62	727	21
3	1,803	30	3 69		1,021 20	2,828 19	178	89
4	2,521	98		71 03	397 29	2,990 30	133	00
5	1,919	73	73 95	4 95	697 95	2,726 58	362	28
6	3,158	50	738 10	48 81	619 30	4,564 71	229	50
7	6,418	54		4 50	1,812 54	8,235 58	129	31
8	8,566	51			2,620 50	11,187 01		
9	2,699	00	95 86		543 86	3,338 72	394	78
10	1,347	42		9 25	240 42	1,597 09	541	91
11	4,050	10			1,459 77	5,509 87	198	85
12	2,350	00	1,638 04		663 48	4,651 52	181	95
13	4,319	13			1,412 15	5,731 28	166	72
14	9,151	93			3,471 94	12,623 87	1,088	77
15	4,183	15		23 00	1,161 41	5,370 56	2,674	16
16	3,100	00	497 46		575 01	4,172 47	629	63
17	3,976	00	106 00	64 00	1,281 96	5,427 96	647	68
18	6,523	75	1 204 37		2,972 49	10,700 61	753	36
19	4,293	30	814 26		1,819 25	6,926 81	70	65
20	3,838	27	734 35	39 90	622 61	5,235 13	623	90
21	2,650	00		57 99	544 92	3,252 91	3,581	97
22	3,476	87	19 68	21 05	832 46	4,350 06	188	47
23	2,367	26	554 71	34 11	281 97	3,238 05	93	36
24	1,955	00		5 00	403 41	2,363 41	54	27
25	2,343	60		15 30	553 87	2,912 77	251	69
26	3,686	03	7,459 02	163 08	1,807 71	13,115 84	1,624	37
27	10,208	24	2,059 91	20 00	1,703 98	13,992 13	121	73
28	4,200	00		18 75	815 97	5,034 72	254	20
29	4,264	69		28 00	1,353 41	5,646 10		
30	1,381	25	174 35		456 94	2,012 54	249	22
31	2,250	00			964 82	3,214 82	97	15
32	2,060	00			879 05	2,939 05	65	15
33	5,407	28		52 85	2,289 45	7,749 58	16	01
34	3,415	00		62 00	1,129 32	4,606 32	632	82
35	2,212	00		123 88	409 36	2,745 24	442	48
36	7,801	37	318 96		2,828 74	10,949 07	67	15
37	2,859	50		25 95	609 12	3,494 57	6	10
38	925	00			373 15	1,298 15	860	97
39	1,099	31	36 53	17 44	334 41	1,487 69	72	66
40	2,682	50	1,154 58		559 34	4,396 42	208	82
41	2,692	27	114 00		675 81	3,482 08	143	87
42	2,567	50	367 40		475 37	3,410 27	9	10
43	2,876	05			541 39	3,417 44	339	30
44	2,887	50		87 15	916 20	3,890 85	270	33
45	4,061	28		15 00	1,125 04	5,201 32	223	43
46	2,670	00	30 00		2,339 72	5,039 72	855	54
47	1,340	00			613 46	1,953 46	150	92
48	3,915	25	3,971 05	365 77	1,506 20	9,758 27		
49	1,966	86			3,086 45	5,053 11	26	44
50	2,952	33	168 20	96 94	1,123 66	4,341 13	92	52
51	1,797	05			387 01	2,184 06	962	72
52	3,918	04			1,067 11	4,985 15	215	84
53	6,560	43		71 58	2,093 88	8,725 89	284	11
54	4,695	99		2 33	1,635 95	6,334 27	232	88
55	8,977	00			2,346 89	11,323 89	23	74
56	2,076	00			1,113 58	3,189 58	3	16
57	2,279	36			445 38	2,724 74	636	29
58	3,865	00	6 55		1,426 18	4,797 73	1,901	54
59	3,374	20		115 85	1,494 12	4,984 17	194	31

V.—TABLE E.—The

Towns.	Receipts.			
	Teachers' salaries (Legislative grant).	Municipal grants and assessments.	Clergy reserve fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
60 Pembroke	326 00	5,825 47	43 00	6,194 47
61 Penetanguishene	284 00	1,339 49	349 20	1,972 69
62 Perth	504 00	3,680 53	272 26	4,456 79
63 Peterborough	975 75	13,900 00	7,986 97	22,862 72
64 Petrolia	557 00	8,000 00	238 12	8,795 12
65 Picton	521 00	4,000 00	363 06	4,884 06
66 Port Arthur	279 00	3,654 25	25 87	3,959 12
67 Port Hope	734 00	6,421 09	374 00	7,529 09
68 Prescott	387 00	2,499 43	417 49	3,303 92
69 Rat Portage	305 00	4,025 00	3,708 56	8,038 56
70 Renfrew	183 00	1,245 32	2,426 34	3,854 66
71 Ridgetown	265 00	2,900 00	44 22	3,209 22
72 Sandwich	168 00	2,150 00	1,540 80	3,858 80
73 Sarnia	871 00	8,721 94	133 33	9,726 27
74 Sault Ste. Marie	340 00	4,000 00	841 31	5,181 31
75 Seaforth	512 00	3,400 00	727 55	4,439 55
76 Simcoe	485 00	3,274 82	704 51	4,464 33
77 Smith's Falls	507 00	5,178 84	68 52	5,754 36
78 Stayner	162 00	2,163 00	775 43	3,100 43
79 St. Mary's	390 00	3,800 00	654 21	4,844 21
80 Strathroy	540 50	4,448 00	537 61	5,526 11
81 Sudbury	56 80	.....	1,344 38	1,401 18
82 Thessalon	84 00	1,204 41	968 28	2,256 69
83 Thornbury	108 00	1,912 51	600 90	2,621 41
84 Thorold	198 00	2,716 00	43 93	2,957 93
85 Tilsonburg	297 25	3,578 48	350 00	4,225 73
86 Toronto Junction	538 50	1,304 01	12,570 44	14,412 95
87 Trenton	389 00	3,880 50	747 47	5,016 97
88 Uxbridge	241 00	2,500 00	1,444 74	4,185 74
89 Walkerton	294 00	4,088 08	2,417 92	6,800 00
90 Walkerville	263 00	3,400 00	25 70	3,688 70
91 Wallaceburg .....	.....	3,079 52	923 39	4,002 91
92 Waterloo	384 00	4,200 00	672 05	5,256 05
93 Welland	381 00	3,377 70	2,510 12	6,268 82
94 Whitby	440 00	4,114 26	176 75	4,731 01
95 Wiarton	269 00	1,539 68	1,161 65	2,970 33
96 Wingham	275 00	3,380 00	137 38	3,792 38
97 Woodstock	1,281 00	12,820 00	6,808 12	20,909 12
Total	38,137 89	398,057 77	115,280 76	551,476 42
Totals.				
1 Counties, etc.	190,597 12	1,936,437 65	846,612 99	2,973,647 76
2 Cities	45,612 63	783,049 70	182,968 18	1,011,630 51
3 Towns	38,137 89	398,057 77	115,280 76	551,476 42
4 Grand total, 1895	274,347 64	3,117,545 12	1,144,861 93	4,536,754 69
5 " " 1894	276,133 00	3,191,736 26	1,112,245 35	4,580,114 61
6 Increase .....	.....	.....	32,616 58	.....
7 Decrease	1,785 36	74,191 14	.....	13,359 92
8 Percentage	6	69	25	.....
Cost per pupil.				
1 Counties, etc.	\$ 7 59			
2 Cities	14 81			
3 Towns	8 28			
4 Province	8 76			

Public Schools.

Expenditure.

	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes and libraries.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
60	3,707 30	959 42	70 55	1,427 33	6,164 60	29 87
61	1,338 25	275 00		212 53	1,825 78	146 01
62	3,266 80	43 30		878 05	4,188 15	268 64
63	10,971 75	5,465 10	80 00	5,335 29	21,852 14	1,010 58
64	6,007 31	179 81	162 00	1,971 53	8,320 65	474 47
65	3,741 35		4 75	1,059 88	4,805 98	78 08
66	2,913 96		12 00	1,009 10	3,935 06	24 06
67	5,775 00		45 00	1,709 09	7,529 09	
68	2,720 00			509 62	3,229 62	74 30
69	4,689 69	1,654 60	190 50	1,485 41	8,020 20	18 36
70	2,714 23			1,140 43	3,854 66	
71	2,563 61	29 65		615 96	3,209 22	
72	1,700 00			365 74	2,065 74	1,793 06
73	7,864 83			1,804 67	9,669 50	56 77
74	3,106 71	6 25	98 50	1,225 30	4,436 76	744 55
75	3,175 00		20 00	586 50	3,781 50	658 05
76	3,518 34		65 61	780 40	4,364 35	99 98
77	4,064 98	232 60		1,366 91	5,663 89	90 47
78	1,841 00		30 84	910 27	2,782 11	318 32
79	3,028 06		16 50	1,206 03	4,250 59	593 62
80	4,243 25		14 33	906 95	5,164 53	361 58
81	835 00	25 43	10 55	291 76	1,162 74	238 44
82	1,205 25			174 43	1,379 68	877 01
83	1,575 00			849 86	2,424 86	196 55
84	2,399 97			512 56	2,912 53	45 40
85	3,028 53		75 15	590 15	3,693 83	531 90
86	9,700 50		76 34	4,187 09	13,963 93	449 02
87	3,157 79	177 60	12 03	903 74	4,256 16	760 81
88	2,894 00	159 04	9 76	854 90	3,917 70	268 04
89	3,565 47	55 95		3,138 44	6,759 86	40 14
90	2,291 68		60 70	1,074 14	3,426 52	262 18
91	3,242 75		35 00	588 55	3,816 30	186 61
92	3,849 48		27 00	990 98	4,867 46	388 59
93	2,801 62		11 50	916 92	3,730 04	2,538 78
94	3,876 00			855 01	4,731 01	
95	2,140 00			608 14	2,748 14	222 19
96	2,964 60			816 09	3,780 69	11 69
97	10,404 25		1,088 06	3,392 50	14,884 81	6,024 31
	354,298 75	51,604 17	3,905 13	115,903 08	505,711 13	45,765 29
1	1,778,621 78	193,188 45	30,241 77	408,734 93	2,410,786 93	562,860 83
2	566,005 09	147,743 83	17,170 58	253,119 51	984,039 01	27,591 50
3	354,298 75	31,604 17	3,905 13	115,903 08	505,711 13	45,765 29
4	2,698,925 62	372,536 45	51,317 48	777,757 52	3,900,537 07	636,217 62
5	2,690,286 06	373,482 81	45,184 07	801,871 47	3,910,824 41	669,290 20
6	8,639 56		6,133 41			
7		946 36		24,113 95	10,287 24	33,072 58
8	69	9	2	20		

VI.—TABLE F.—Roman

Counties. (Including incorporated villages, but not cities or towns.)	Number of schools.	Receipts.				Expendi-									
		Teachers' salaries (legis- lative grant).	School rate on suppor- ters.	Subscribed and from other sources.	Total amount received.	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes and libraries.							
		\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.		
1 Bruce	6	400	00	3,417	27	1,402	99	5,220	26	3,031	44	819	66	23	75
2 Carleton	13	530	25	4,874	13	4,584	61	9,988	99	3,990	50	2,902	63	170	72
3 Essex	7	328	50	1,929	51	1,334	65	3,592	66	1,884	08	534	03	83	01
4 Frontenac	10	495	50	2,751	35	651	85	3,498	70	2,487	00	384	45	8	50
5 Stormont, Dundas and Glengarry	11	637	00	4,168	81	1,724	95	6,530	76	3,650	50	568	20	137	64
6 Grey	8	277	00	2,015	50	554	29	2,846	79	1,943	00	189	56	4	00
7 Hastings	7	325	50	1,798	83	426	61	2,550	94	1,635	50	263	10	24	20
8 Huron	6	171	50	2,367	81	275	09	2,814	40	2,025	00	54	67	10	00
9 Kent	5	150	50	2,100	05	509	56	2,760	11	1,900	06	108	24	49	75
10 Lambton	2	54	50	622	40	227	87	904	77	670	00	6	55	.....	.....
11 Lanark	3	161	50	627	81	357	51	1,146	82	552	80	80	25	1	50
12 Leeds and Grenville ..	5	336	00	1,110	95	525	83	1,972	78	1,262	67	67	41	.....	.....
13 Lennox and Addington	2	28	50	706	34	33	18	768	02	601	00	.....	.....	23	40
14 Lincoln	2	54	00	945	00	449	42	1,418	42	650	00	392	00	27	00
15 Middlesex	4	88	00	1,186	09	242	24	1,516	33	1,236	00	4	95	12	75
16 Norfolk	1	51	50	536	77	250	48	838	75	430	00	.....	.....	12	33
17 Northumberland and Durham	7	256	00	2,098	99	533	92	2,588	91	1,788	67	317	06	.....	.....
18 Ontario	1	53	50	890	32	103	57	1,047	39	741	05	100	00	.....	.....
19 Peel	1	44	00	164	00	73	50	282	00	240	00	.....	.....	.....	.....
20 Perth	4	117	50	1,225	82	375	29	1,718	61	1,231	00	.....	.....	33	48
21 Peterborough	1	21	50	260	98	26	18	308	66	210	00	.....	.....	1	00
22 Prescott and Russell..	63	3,400	50	18,352	09	8,576	22	30,328	81	17,873	96	3,204	25	374	98
23 Renfrew	8	584	00	2,523	74	279	31	3,887	05	2,231	00	537	92	29	27
24 Simcoe	3	263	50	1,172	28	435	63	1,871	41	1,113	00	213	90	20	55
25 Waterloo	9	364	00	3,246	23	2,181	04	5,791	27	3,221	00	431	51	28	80
26 Welland	1	92	50	270	00	228	75	571	25	340	00	.....	.....	.....	.....
27 Wellington	8	310	00	2,848	67	544	43	3,703	10	2,255	00	401	80	.....	.....
28 Wentworth	1	51	50	150	00	170	67	372	17	240	00	3	00	.....	.....
29 York	2	58	00	496	48	208	05	762	53	475	00	24	00	15	51
30 Districts	11	668	20	2,520	82	1,983	06	5,172	08	2,042	51	1,058	73	48	82
Total	212	10,374	95	67,359	04	29,270	75	107,004	74	61,911	74	12,667	77	1,140	96
Cities.															
1 Belleville	4	237	00	1,405	02	681	05	2,323	07	1,670	00	51	90	.....	.....
2 Brantford	2	221	00	1,397	13	1,373	27	2,991	40	1,431	32	1,050	22	.....	.....
3 Chatham	1	154	00	2,105	40	.....	.....	2,259	40	1,515	91	33	90	29	80
4 Guelph	3	246	50	3,213	77	265	13	3,725	40	1,716	70	500	00	194	10
5 Hamilton	8	984	50	13,848	67	1,571	08	16,404	25	5,323	13	2,863	91	1,014	56
6 Kingston	6	540	50	3,317	04	4,236	28	8,093	82	4,343	75	1,670	33	.....	.....
7 London	6	498	00	4,782	17	341	58	5,621	75	2,400	00	1,250	00	53	92
8 Ottawa	20	3,053	50	30,600	00	6,652	92	40,308	42	19,375	45	1,488	22	90	00
9 St. Catharines	3	261	00	3,843	80	186	32	4,291	12	1,976	00	1,287	50	.....	.....
10 St Thomas	1	132	00	1,004	50	133	38	1,269	88	800	00	.....	.....	.....	.....
11 Stratford	1	215	50	2,200	00	268	58	2,684	08	1,300	00	500	00	60	00
12 Toronto	17	2,619	50	35,111	51	20,338	02	58,069	03	19,871	68	19,065	16	1,400	78
Total	72	9,163	00	102,829	01	36,049	61	148,041	62	61,723	94	29,761	14	2,843	16

Catholic Separate Schools.

ture.				Pupils.			Attendance.								
All other purposes.		Total amount expended.		Balances.	Number of pupils.	Boys.	Girls.	Average attendance.	Percentage of average to total attendance.	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.
\$	c.	\$	c.	\$	c.										
1	493 86	4,368 71	851 55	866	481	385	527	61	36	94	142	234	317	43	
2	2,544 13	9,607 98	381 01	1,186	577	609	570	48	95	172	300	260	303	56	
3	753 91	3,255 03	337 63	458	247	211	274	66	25	56	129	85	134	29	
4	615 44	3,495 39	403 31	366	197	169	197	54	27	58	71	71	112	27	
5	1,374 89	5,731 23	799 53	1,144	595	549	584	51	95	191	259	257	315	27	
6	344 88	2,481 44	365 35	291	153	138	133	46	37	57	72	58	64	3	
7	277 17	2,199 97	350 97	316	151	165	165	49	28	49	92	82	65	...	
8	301 33	2,391 00	423 40	388	219	169	215	56	17	46	83	106	119	17	
9	409 64	2,467 69	292 42	370	203	167	180	49	38	42	91	84	100	15	
10	137 97	774 52	130 25	93	58	35	62	56	6	13	13	23	37	1	
11	267 69	502 24	244 58	123	64	59	51	42	14	17	32	32	26	2	
12	451 91	1,781 99	190 79	222	112	110	133	60	12	23	43	58	54	32	
13	122 68	747 08	20 94	80	41	39	36	49	11	16	17	14	20	2	
14	357 89	1,426 89	21 53	165	92	73	106	65	9	17	17	38	84	...	
15	114 81	1,363 51	147 82	154	96	58	84	55	8	21	29	28	64	4	
16	127 21	569 54	269 21	106	62	44	58	55	1	13	33	22	37	...	
17	483 61	2,589 34	299 57	255	140	115	127	50	16	37	71	55	75	1	
18	170 09	1,011 14	36 25	106	59	47	69	66	4	4	22	21	43	12	
19	17 00	257 00	25 00	40	22	18	23	58	1	9	5	9	13	3	
20	167 80	1,432 28	286 33	237	121	116	129	55	11	29	54	62	70	11	
21	40 10	251 10	57 56	32	17	15	20	62	...	...	9	14	9	...	
22	2,805 25	24,258 44	6,070 37	5,287	2,761	2,526	2,835	54	472	766	1,331	1,148	1,369	201	
23	319 27	3,117 36	269 69	578	290	288	296	53	92	86	144	141	105	10	
24	312 40	1,659 85	211 56	199	101	93	109	55	5	30	46	45	54	19	
25	492 42	4,173 73	1,617 54	732	401	331	439	60	35	71	138	168	247	73	
26	23 35	363 35	207 90	53	22	31	39	74	...	...	10	9	34	...	
27	694 05	3,350 85	352 25	535	285	250	260	49	23	69	119	144	171	9	
28	89 17	332 17	40 00	24	15	9	11	49	2	3	6	8	5	...	
29	113 77	628 28	134 25	124	64	60	65	52	17	12	33	26	36	...	
30	991 70	4,141 76	1,030 32	547	285	262	335	61	50	97	150	132	95	23	
15,415 39		91,135 86	15,868 88	15,077	7 931	7,146	8,112	54	1,187	2,098	3,561	3,434	4,177	620	
1	468 56	2,190 46	132 61	359	203	156	234	65	13	30	77	85	151	3	
2	335 14	2,816 68	174 72	352	153	199	250	71	3	15	69	83	159	23	
3	651 12	2,230 73	28 67	309	156	153	172	56	23	37	58	69	122	...	
4	1,054 35	3,465 15	260 25	435	241	194	332	76	1	18	72	78	266	...	
5	6,720 73	15,922 33	481 92	1,755	875	880	1,231	70	25	127	360	313	889	41	
6	1,839 76	7,853 84	239 98	902	455	447	647	72	32	55	149	168	483	15	
7	1,235 71	4,939 63	682 12	731	400	331	547	75	9	29	124	186	343	40	
8	18,575 00	39,528 67	779 75	5,299	2,704	2,595	3,144	59	255	584	1,363	1,136	1,906	55	
9	1,016 03	4,279 53	11 59	421	226	195	293	70	6	27	69	76	243	...	
10	448 16	1,248 16	21 72	221	118	103	177	80	1	...	19	41	152	8	
11	510 00	2,370 00	314 08	362	196	166	238	66	22	37	63	99	137	4	
12	11,036 89	51,374 51	6,694 52	4,664	2,334	2,330	2,892	62	210	435	989	916	2,114	...	
43,891 45		138,219 69	9,821 93	15,810	8,061	7,749	10,157	64	600	1,394	3,412	3,250	6,965	189	

VI.—TABLE F.—The Roman

Towns.	Number of schools.	Receipts.				Expendi-			
		Teachers' salaries (legislative grant)	School rate on sup- porters.	Subscribed and from other sources.	Total amount re- ceived.	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes and libra- ries.	
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Almonte	1	97 00	1,184 91	851 76	2,133 67	950 95	151 28		
2 Amherstburg	2	126 00	1,953 55	5,277 61	7,357 16	1,381 26	40 64		
3 Arnprior	1	163 50	1,560 04	2,573 42	4,296 96	1,360 00	1,090 00	80 25	
4 Barrie	1	125 00	1,373 01	1,151 60	2,649 61	900 00	106 24	70 92	
5 Berlin	1	168 00	2,005 79	507 50	2,681 29	1,050 00	250 00	517 50	
6 Brockville	1	240 00	1,912 43	449 12	2,601 55	2,395 00			
7 Cobourg	1	117 50	900 00	1 26	1,018 76	800 00			
8 Cornwall	3	389 50	4,058 53	587 92	5,035 95	3,325 00			
9 Dundas	2	117 00	90 24	621 34	828 58	600 00			
10 Galt	1	54 50	453 04	295 61	803 15	325 00	182 47	5 60	
11 Goderich	1	41 00	450 00	33 31	524 31	400 00		22 50	
12 Ingersoll	1	97 00	686 70	2 35	786 05	575 00		20 00	
13 Lindsay	2	217 00	1,285 75	1,647 92	3,150 67	1,839 70			
14 Mattawa	2	215 00	1,311 03	657 33	2,183 36	1,243 73		103 84	
15 Newmarket	1	33 50	296 93	222 60	553 03	300 00	6 60		
16 Niagara Falls	1	91 00	868 80	464 20	1,424 00	600 00	37 25	40 00	
17 North Bay	2	102 00	2,403 00	259 54	2,761 54	1,327 05	656 00	113 46	
18 Oakville	1	26 50	213 27	505 77	445 54	290 00	4 00		
19 Orillia	1	110 50		1 855 80	1,966 30	1,325 00	178 50	13 04	
20 Oshawa	1	51 00	511 09	128 68	780 77	400 00			
21 Owen Sound	1	65 50	697 32	581 41	1,344 23	385 00	363 80		
22 Paris	1	36 00	433 25	434 70	903 95	360 00			
23 Parkhill	1	31 50	390 00		421 50	300 00		14 98	
24 Pembroke	1	225 50	2,337 41	396 01	2,958 92	2,176 25			
25 Perth	1	110 00	697 00	245 00	1,052 00	600 00	155 50		
26 Peterborough	3	410 00	3,557 00	676 50	4,643 50	2 925 00	57 50	104 68	
27 Picton	1	33 00	745 94	34 15	613 09	400 00			
28 Port Arthur	1	103 00	525 81	680 30	1,309 11	900 00	102 59		
29 Prescott	1	132 50	1,034 42	563 88	1,730 80	1,100 00			
30 Rat Portage	1	82 50	800 00	209 31	1,091 81	700 00		5 00	
31 Renfrew	1	131 50	1,593 04	1,094 33	2,818 87	1,500 00		87 28	
32 Sarnia	1	67 00	1,158 23	124 45	1,350 18	925 00	18 00		
33 Sault Ste. Marie	1	26 00	473 48	408 27	907 75	497 00	107 32	30 25	
34 St. Mary's	1	30 00	304 59	214 21	548 80	300 00			
35 Sudbury	1		1,662 00	950 17	2,612 17	920 00	355 43		
36 Thorold	1	91 50	1,050 00	201 82	1,343 32	700 00	56 50		
37 Trenton	1	181 50	2,242 90	644 21	3,068 61	1,137 50	498 30		
38 Walkerton	1	85 50	536 00	72 51	694 01	475 00	6 00	103 00	
39 Wallaceburg	1	44 00	1,005 00	20 92	1,069 92	800 00			
40 Waterloo	1	35 50	452 00	1,223 97	1,711 47	300 00	1,309 95		
41 Whitby	1	29 50	248 80	56 96	335 26	300 00			
Total	50	4,534 50	45,262 30	26,717 72	76,514 52	39,088 44	5,733 27	1,332 30	
Totals.									
1 Counties, etc	212	10,374 95	67,359 04	29,270 75	107,004 74	61,911 74	12,667 77	1,140 96	
2 Cities	72	9,163 00	102,829 01	36,049 61	148,041 62	61,723 94	29,761 14	2,843 16	
3 Towns	50	4,534 50	45,262 30	26,717 72	76,514 52	39,088 44	5,733 27	1,332 30	
4 Grand total, 1895	334	24,072 45	215,450 35	92,938 08	331,560 88	162,724 12	48,162 18	5,316 42	
5 " 1894	328	23,034 00	268,592 45	100,716 18	392,392 63	157,445 04	71,903 90	5,280 75	
6 Increase	6	988 45				5,279 08		35 67	
7 Decrease			53,142 10	8,678 10	60,831 75		23,741 72		
8 Percentage		7	65	28		55	16	2	
Cost per pupil—									
1 Counties, etc		6 04							
2 Cities		8 74							
3 Towns		7 58							
4 Province		7 46							

Catholic Separate Schools.

ture.				Pupils.			Attendance.									
All other purposes.		Total amount expended.		Balances.		Number of pupils.	Boys.	Girls.	Average attendance.	Percentage of average to total attendance.	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.
\$	c.	\$	c.	\$	c.											
1	254 00	1,356 23	777 44	170	102	68	108	64	8	19	23	30	90	....	6	
2	5,521 99	6,943 89	413 27	285	133	152	191	67	7	16	62	62	132	....	6	
3	1,046 14	3,576 39	720 57	391	209	182	213	55	34	67	74	77	139	....	13	
4	1,077 56	2,154 72	494 89	224	114	110	162	72	5	24	17	34	131	....		
5	403 65	2,221 15	460 14	333	162	171	239	72	10	21	41	63	198	....		
6	204 27	2,599 27	2 28	384	189	195	323	84	3	14	55	76	242	....		
7	184 52	984 52	34 24	200	101	99	133	66	2	14	36	56	92	....		
8	1,710 95	5,035 95	.....	888	424	464	529	60	62	114	197	169	346	....		
9	181 83	781 83	46 75	225	152	73	133	60	8	11	27	39	83	57	....	
10	51 81	564 88	238 27	104	57	47	71	70	1	13	13	19	53	5	....	
11	81 81	504 31	20 00	90	40	50	57	63	1	7	17	28	35	2	....	
12	186 05	781 05	5 00	144	70	74	92	65	6	15	25	31	61	6	....	
13	486 80	2,326 50	824 17	407	189	218	281	69	17	29	60	65	236	....		
14	473 27	1,820 84	362 52	270	149	121	165	61	11	27	62	107	63	....		
15	110 00	416 00	137 03	67	32	35	45	71	5	3	10	13	36	....		
16	250 00	927 25	496 75	157	66	91	116	73	.....	8	21	34	94	....		
17	441 49	2,538 00	226 54	244	133	111	124	51	17	40	89	60	9	29	....	
18	136 91	430 91	14 63	46	24	22	28	60	.....	3	12	15	16	....		
19	364 83	1,881 37	84 93	243	125	118	152	63	6	18	40	88	91	....		
20	68 00	468 00	312 77	102	52	50	73	70	5	5	13	17	58	4	....	
21	139 99	888 79	455 44	116	63	53	69	66	2	11	32	27	43	1	....	
22	112 63	472 63	431 32	69	32	37	40	58	.....	6	21	21	18	3	....	
23	83 81	398 79	22 71	67	31	36	43	64	4	3	14	16	30	....		
24	782 67	2,958 92	.....	475	274	201	330	71	13	24	82	94	262	....		
25	296 50	1,052 00	.....	171	77	94	121	71	4	11	25	34	94	3	....	
26	1,142 45	4,229 63	413 87	675	345	330	520	77	21	28	119	140	367	....		
27	142 70	542 70	70 39	45	26	19	32	70	.....	8	9	11	17	....		
28	226 28	1,228 87	80 24	159	69	90	109	69	2	10	20	34	93	....		
29	630 80	1,730 80	.....	188	93	95	130	69	2	7	27	52	100	....		
30	372 00	1,077 00	14 81	205	74	131	104	51	13	33	85	46	28	....		
31	351 71	1,938 99	879 88	325	171	154	202	62	20	29	61	68	120	27	....	
32	285 00	1,228 00	122 18	191	92	99	93	49	8	20	34	54	75	....		
33	234 00	868 57	39 18	124	68	56	64	51	22	10	24	56	12	....		
34	189 74	489 74	59 06	60	28	32	41	70	4	5	6	11	34	....		
35	1,289 09	2,564 52	47 65	152	62	90	98	65	4	15	40	60	33	....		
36	542 53	1,299 03	44 29	151	72	79	98	65	4	7	30	37	73	....		
37	763 42	2,399 22	669 39	259	134	125	195	75	4	14	46	44	143	8	....	
38	103 27	692 27	1 74	198	108	90	139	70	10	24	47	42	41	34	....	
39	141 70	941 70	128 22	121	70	51	58	48	6	27	38	25	25	....		
40	42 05	1,652 00	59 47	99	40	59	63	63	8	6	19	19	47	....		
41	32 30	332 30	2 96	62	31	31	37	60	5	6	11	10	30	....		
21,145 52		67,299 53	9,214 99	8,886	4,483	4,403	5,821	66	364	772	1,684	1,978	3,890	198		
1	15,415 39	91,135 86	15,868 88	15,077	7,931	7,146	8,112	54	1,187	2,098	3,561	3,434	4,177	620		
2	43,891 45	133,219 69	9,821 93	15,810	8,061	7,749	10,157	64	600	1,394	3,412	3,250	6,965	189		
3	21,145 52	67,299 53	9,214 99	8,886	4,483	4,403	5,821	66	364	772	1,684	1,978	3,890	198		
4	80,452 36	296,655 08	34,905 80	39,773	20,475	19,298	24,090	62	2,151	4,264	8,657	8,662	15,032	1007		
5	102,677 45	337,307 14	55,085 49	39,762	20,509	19,253	23,328	59	2,325	4,599	8,625	8,408	14,076	1729		
6	.....	.....	.....	11	.....	45	762	3	.....	.....	32	254	956	....		
7	22,225 09	40,652 06	20,179 69	.....	34	.....	.....	.....	174	335	.....	.....	.....	722		
8	27	.....	.....	.....	52	48	.....	.....	6	11	22	22	38	3		

VII.—TABLE G —The Roman

Counties. (Including incorporated villages, but not cities or towns.)	Teachers.					Number in the					
	Number of teachers.	Male.	Female.	Average salary, male.	Average salary, female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
1 Bruce	13	4	9	29	165	866	851	837	837	630	632
2 Carleton	21	2	19	263	200	1,186	1,153	1,170	882	695	447
3 Essex	8	1	7	425	266	458	405	443	302	238	224
4 Frontenac	10	2	8	245	242	366	334	336	326	256	90
5 Stormont, Dundas & Glengarry	20	3	17	345	201	1,144	1,039	1,106	909	649	329
6 Grey	8	1	7	300	248	291	283	291	276	206	79
7 Hastings	7	7	7	250	250	316	279	278	259	195	82
8 Huron	7	3	4	259	312	388	337	369	337	294	223
9 Kent	6	3	3	395	239	370	360	360	360	268	.....
10 Lambton	2	1	1	370	260	93	89	89	89	61	.....
11 Lanark	3	1	2	204	218	123	104	123	104	77	.....
12 Leeds & Grenville	7	7	7	184	222	209	209	209	173	159	30
13 Lennox & Addington	2	2	2	217	80	80	78	78	74	68	.....
14 Lincoln	3	1	2	300	200	165	126	137	120	116	93
15 Middlesex	4	1	3	266	265	154	154	154	154	131	127
16 Norfolk	1	1	1	430	106	106	106	106	106	76	106
17 Northumberland and Durham	8	1	7	244	222	255	231	234	224	178	28
18 Ontario	2	1	1	500	250	106	106	106	106	95	.....
19 Peel	1	1	1	240	40	40	40	40	40	30	.....
20 Perth	4	4	4	309	237	213	221	221	154	162	114
21 Peterborough	1	1	1	130	32	32	32	32	32	23	29
22 Prescott & Russell	84	15	69	244	201	5,287	4,318	4,648	3,421	2,688	1,239
23 Renfrew	10	1	9	250	205	578	567	567	452	320	198
24 Simcoe	4	3	1	309	170	199	199	192	182	133	.....
25 Waterloo	12	1	11	475	250	732	694	684	675	494	722
26 Welland	1	1	1	340	53	53	53	53	53	53	53
27 Wellington	8	8	8	253	535	497	527	510	420	325	.....
28 Wentworth	1	1	1	240	24	24	24	24	24	16	23
29 York	2	2	2	238	124	114	124	124	124	99	64
30 Districts	10	1	9	325	240	547	471	470	138	181	141
Total	270	46	224	315	218	15,077	13,459	14,008	11,443	8,931	5,398
Cities.											
1 Belleville	6	1	5	600	200	359	359	359	359	187	359
2 Brantford	5	1	4	600	208	352	352	352	352	275	352
3 Chatham	5	1	4	450	231	309	309	309	309	309	250
4 Guelph	9	1	8	500	213	435	435	435	435	435	435
5 Hamilton	38	3	35	300	127	1,755	1,755	1,755	1,755	1,755	.....
6 Kingston	19	2	17	475	170	902	902	902	902	811	533
7 London	16	16	16	150	731	731	731	731	731	731	731
8 Ottawa	128	50	78	424	196	5,299	5,299	5,299	4,754	3,269	3,826
9 St. Catharines	10	4	6	250	150	421	421	421	421	421	421
10 St. Thomas	4	4	4	200	221	221	221	221	221	221	221
11 Stratford	6	6	6	217	362	362	362	362	362	362	362
12 Toronto	84	24	60	300	211	4,664	4,664	4,664	4,664	3,771	4,664
Total	330	87	243	384	185	15,810	15,810	15,810	15,265	12,547	12,154

Catholic Separate Schools.

different branches of instruction.											Maps and prizes.		Arbor Day.
Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.
1 673	114	335	203	576	5	3	3	....	....	1	49	2	32
2 491	145	192	176	296	16	4	4	....	9	11	84	5	40
3 197	61	93	92	194	6	5	5	....	....	28	25	3	21
4 229	146	131	147	217	21	22	25	5	5	11	42	4	1
5 480	173	214	120	419	53	17	15	10	10	....	84	7	4
6 194	80	138	74	173	5	....	....	....	....	....	65	1	8
7 205	53	105	111	138	26	17	13	....	....	17	51	....	2
8 279	117	175	123	275	33	20	20	....	....	....	50	3	6
9 197	109	133	109	....	21	24	24	....	3	28	33	1	14
10 45	21	40	23	72	....	2	2	....	....	....	12	1	7
11 77	22	37	27	....	3	....	....	....	....	....	15	....	....
12 140	68	91	47	96	23	24	23	20	4	....	43	1	10
13 43	29	18	11	80	....	....	....	....	....	....	17	....	....
14 85	19	50	50	93	1	....	....	....	....	....	18	1	....
15 102	45	62	67	154	7	7	7	....	....	....	38	1	....
16 53	32	43	43	106	8	8	8	8	8	8	6	....	....
17 169	81	94	54	77	7	7	7	....	....	....	50	....	....
18 70	28	50	50	50	5	4	4	4	4	50	6	1	....
19 30	16	16	10	....	....	....	....	....	....	....	9	....	....
20 150	50	84	121	66	....	....	....	....	....	15	31	....	....
21 19	7	7	7	31	....	....	....	....	....	....	6	1	2
22 2,805	186	721	633	1,292	127	....	14	....	....	....	323	48	47
23 262	148	153	205	277	27	12	12	....	....	....	42	2	6
24 110	22	61	36	43	8	4	4	....	....	....	16	1	....
25 448	179	261	161	556	58	1	1	....	....	78	70	1	40
26 53	26	38	26	53	....	....	....	....	....	....	6	....	6
27 376	184	234	187	411	1	2	2	13	....	13	69	1	17
28 16	6	13	4	....	1	1	....	....	....	....	5	1	3
29 99	6	6	6	124	....	....	....	....	....	....	10	1	1
30 187	39	63	23	48	7	....	....	....	....	2	31	5	....
7,784	2,212	3,664	2,916	5,918	469	184	193	60	43	262	1,306	92	267
1 187	47	121	121	359	....	....	....	....	....	....	25	4	....
2 215	61	164	61	352	....	....	....	....	....	....	18	....	....
3 309	57	107	107	309	....	....	....	....	....	....	10	1	....
4 256	93	162	82	435	....	....	....	....	....	....	30	3	....
5 948	307	948	225	1,448	307	82	52	82	82	....	99	8	....
6 835	142	329	374	737	22	22	8	22	....	....	50	....	....
7 731	280	280	731	731	93	....	....	....	....	....	30	6	....
8 3,231	1,342	2,531	2,379	3,917	595	99	69	63	97	33	201	20	24
9 316	79	187	175	421	61	....	....	....	....	....	20	....	....
10 221	76	136	221	221	7	....	....	....	....	....	7	1	....
11 362	175	175	158	362	....	....	....	....	....	....	17	....	....
12 1,759	946	1,702	1,781	4,474	355	233	216	111	77	....	368	....	....
9,410	3,605	6,842	6,415	13,766	1,440	436	345	278	256	33	875	43	24

VII.—TABLE G.—The Roman

Towns.	Teachers.					Number in the					
	Number of teachers.	Male.	Female.	Average salary, male.	Average salary, female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
1 Almonte	3	1	2	\$ 500	213	170	170	170	170	96	.....
2 Amherstburg	5	...	5	...	225	285	285	285	285	202	285
3 Arnprior	5	1	4	490	218	391	391	391	391	193	391
4 Barrie	4	...	4	...	225	224	224	224	224	224	224
5 Berlin	6	...	6	...	187	333	333	333	333	270	333
6 Brockville	8	1	7	675	230	384	384	384	384	384	384
7 Cobourg	4	...	4	...	200	200	200	200	200	150	200
8 Cornwall	12	2	10	490	234	888	888	888	888	474	294
9 Dundas	4	...	4	...	160	225	220	220	200	147	200
10 Galt	1	...	1	...	325	104	90	75	70	55	100
11 Goderich	2	...	2	...	270	90	90	90	90	90	90
12 Ingersoll	2	...	2	...	283	144	144	144	144	144	144
13 Lindsay	7	1	6	500	217	407	407	407	407	407	407
14 Mattawa	5	1	4	650	225	270	270	270	270	193	.....
15 Newmarket	1	...	1	...	300	67	67	67	67	67	67
16 Niagara Falls	3	...	3	...	200	157	157	157	157	140	157
17 North Bay	3	...	3	...	350	244	244	244	244	98	...
18 Oakville	2	...	2	...	145	46	46	46	46	46	46
19 Orillia	4	...	4	...	331	243	243	243	243	169	243
20 Oshawa	2	...	2	...	200	102	102	102	102	71	102
21 Owen Sound	2	...	2	...	193	116	116	116	116	116	116
22 Paris	2	...	2	...	180	69	69	69	69	69	69
23 Parkhill	1	...	1	...	300	67	67	67	67	43	67
24 Pembroke	8	1	7	550	234	475	475	475	475	284	318
25 Perth	3	...	3	...	200	171	171	171	171	112	171
26 Peterborough	11	1	10	275	238	675	675	675	675	384	482
27 Picton	1	...	1	...	40	45	45	45	45	...	31
28 Port Arthur	3	...	3	...	300	159	159	159	159	84	159
29 Prescott	4	1	3	500	200	188	188	188	144	144	188
30 Rat Portage	4	...	4	...	175	205	205	205	50	113	205
31 Renfrew	6	3	3	300	233	325	325	325	325	240	325
32 Sarnia	4	...	4	...	325	191	191	191	191	129	191
33 Sault Ste. Marie	2	...	2	...	250	124	47	82	59	47	.....
34 St. Mary's	1	...	1	...	300	60	60	60	60	39	60
35 Sudbury	3	...	3	...	300	152	122	140	140	140	152
36 Thorold	3	...	3	...	233	151	151	151	151	151	151
37 Trenton	5	...	5	...	225	259	259	259	259	259	259
38 Walkerton	4	...	4	...	125	198	198	198	198	198	198
39 Wallaceburg	2	1	1	500	300	121	121	121	121	121	.....
40 Waterloo	2	...	2	...	150	99	99	99	99	69	99
41 Whitby	1	1	...	300	...	62	62	62	37	31	.....
Total	155	15	140	473	230	8,886	8,760	8,798	8,526	6,393	6,908
Totals.											
1 Counties, etc	270	46	224	315	218	15,077	13,459	14,008	11,443	8,931	5,398
2 Cities	380	87	293	384	185	15,810	15,810	15,810	5,265	12,547	12,154
3 Towns	155	15	140	473	230	8,886	8,760	8,798	8,526	6,393	6,908
4 Grand total, 1895	755	148	607	371	207	39,773	38,029	38,616	35,234	27,871	24,460
5 " 1894	714	133	581	351	201	39,762	38,111	38,449	34,945	27,304	23,975
6 Increase	41	15	26	20	6	11	.....	167	289	567	485
7 Decrease .....	.....	.....	.....	.....	.....	.....	82	.....	.....	.....	.....
8 Percentage .....	.....	20	80	.....	.....	100	96	97	89	70	61

Catholic Separate Schools.

different branches of instruction.											Maps and prizes.		Arbor Day.
Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.
1 72	50	72	50	170							8		
2 202	53	98	83	285	20	15	15		20		27	1	
3 193	66	66	66		10	2	2				11		
4 224	99	99	99	224							15		
5 209	50	124	91	333	14						29	1	
6 384	100	100	384	384							12		
7 150	33	69	33	200							11		
8 375	76	147	147	888							10		
9 110	30	67	30	225	30						32		
10 60	35	50	50	75							6		
11 75	37	37	69	90							9	1	
12 87	47	69	47	144							6		
13 407	117	187	117	407	26	26	26	26	26		27	1	
14 193	30	71	30	240	13	12	12	2	2		11	1	
15 53	14	44	29	67							10		
16 85	38	85	85	157	12	6	6				20		
17 98	26	45	7		1	1					8		
18 30	20	20	20	26	12						3		
19 213	58	93	93	243							7		
20 102	22	22	56	102							16	1	3
21 91	43	43	116	116							10	1	
22 53	22	34	34	35	6						8	1	
23 34	34	34	20	67							6	1	
24 324	82	95	82	274							30		
25 112	50	50	50	171	4						7		
26 246	80	162	270	274							51		
27 31	16	31	16								6		
28 84	49	84	49	159	28					28	12		
29 141	60	95	95	144							10		
30 136	68	113	68	205	12	5	5	6	5		5	1	
31 325	67	67	44	325	16						11		
32 88	66	88	88	191							8		
33 37	6	20									9	1	
34 25	16	25	16	60							7		
35 62	10	10	10	152	4	1	1				5		
36 151	44	71	92	151	6						8		
37 84	34	67	118	259							16		
38 153	36	76	153	198							30	1	
39 121	38	56	38	65									
40 69	14	38	14	99	14						9	1	
41 37	20	20	62	62							11	1	6
5,759	1,856	2,844	3,021	7,267	228	68	67	33	53	28	537	14	9
1 7,784	2,212	3,664	2,946	5,918	469	184	193	60	43	262	1,306	92	267
2 9,410	3,605	6,842	6,415	13,766	1,440	436	345	278	256	33	875	43	24
3 5,759	1,856	2,844	3,021	7,267	228	68	67	33	53	28	537	14	9
4 22,953	7,673	13,350	12,382	26,951	2,137	688	605	371	352	323	2,718	149	300
5 23,468	6,928	12,624	13,893	25,463	2,806	772	757	316	276	1,056	2,711	129	383
6	745	726	.....	1,488	.....	.....	.....	55	76	.....	7	20	.....
7 515	.....	.....	1,511	.....	669	84	152	.....	.....	733	.....	.....	83
8 58	19	33	32	68	5	2	2	1	1	1	.....	1	.....

VIII.—TABLE H.—The

Collegiate Institutes.	Receipts.									
	Teachers' salaries, etc. (Legislative grant).		Municipal grants (county).		Municipal grants (local).		Fees.		Balances and other sources.	
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1 Aylmer	1,051	61	2,000	00	1,250	00	1,214	25	246	39
2 Barrie	1,099	01	2,726	97	2,500	00	1,642	75	368	00
3 Brantford	1,320	63	.....	.....	6,000	00	2,460	05	704	98
4 Brockville	1,179	67	1,277	00	5,950	00	106	00	945	57
5 Chatham	1,325	83	1,850	11	5,680	00	1,315	00	430	04
6 Clinton	998	36	1,650	00	1,804	88	1,342	50	100	00
7 Cobourg	1,018	22	1,279	38	2,500	00	1,220	45	27	56
8 Collingwood	1,073	77	2,012	19	2,000	00	1,010	75	465	84
9 Galt	1,280	99	2,374	11	2,500	00	2,173	00	525	83
10 Goderich	1,127	41	1,780	22	1,800	00	1,562	75	1,372	13
11 Guelph	1,152	52	.....	.....	5,571	34	1,015	25	213	80
12 Hamilton	1,363	39	.....	.....	13,132	77	5,069	50	4	00
13 Ingersoll	1,014	74	980	90	2,803	66	707	25	179	84
14 Kingston	1,366	10	.....	.....	9,000	00	2,310	40	596	25
15 Lindsay	1,302	37	3,158	00	3,532	00	257	00	1,418	30
16 London	1,428	55	1,200	00	23,949	00	1,436	00	760	34
17 Morrisburg	1,117	45	3,719	00	1,478	00	.....	.....	402	01
18 Napanee	1,189	63	1,885	05	3,437	50	130	00	411	31
19 Niagara Falls	1,044	60	441	61	5,200	00	.....	.....	2,223	17
20 Ottawa	1,364	29	.....	.....	9,500	00	6,315	00	3,095	70
21 Owen Sound	1,339	86	3,733	86	6,600	00	2,624	50	155	69
22 Perth	1,073	79	1,969	39	3,802	32	216	50	159	16
23 Peterborough	1,327	87	.....	.....	7,000	00	2,949	00	90	00
24 Ridgetown	1,022	46	2,206	50	900	00	1,461	20	3,000	56
25 Sarnia	1,130	35	1,253	98	4,266	69	314	00	253	12
26 Seaforth	1,077	41	2,059	59	1,500	00	1,463	40	588	28
27 Stratford	1,294	38	1,300	00	7,205	45	2,107	00	1,737	32
28 Strathroy	1,186	79	2,031	44	2,495	00	2,059	00	420	88
29 St. Catharines	1,244	83	2,150	00	5,066	77	536	50	68	00
30 St. Mary's	1,043	79	800	00	2,200	00	1,823	25	243	05
31 St. Thomas	1,353	97	1,617	00	5,266	62	483	00	246	40
32 Toronto (Harbord)	1,583	98	.....	.....	9,627	00	8,803	00	1,758	71
33 " (Jameson)	1,359	99	.....	.....	9,627	00	5,699	00	1,758	69
34 " (Jarvis)	1,354	56	.....	.....	9,627	00	6,039	00	11,258	69
35 Whitby	1,019	26	1,588	30	2,605	51	707	25	2	15
36 Windsor	1,113	88	1,124	48	5,052	47	.....	.....	443	55
37 Woodstock	1,285	32	2,282	41	1,850	00	2,627	25	979	27
1 Total, 1895	44,411	13	52,451	44	194,280	98	71,200	75	37,592	26
2 " 1894	43,069	20	42,787	23	181,835	54	67,998	55	36,571	43
3 Increase	1,341	93	9,664	21	12,445	44	3,202	20	1,020	83
4 Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5 Percentage	11	.....	13	.....	49	.....	18	.....	9	.....

Collegiate Institutes.

Expenditure.							Charges per year.
Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balances.		
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
1 4,700 00	88 88		800 34	5,589 22	173 03	\$5.	
2 5,673 33	685 27	112 44	1,603 33	8,074 37	262 36	\$10.	
3 8,400 50	672 79		1,410 93	10,484 22	1 41	Res., \$10; non-res., \$16.	
4 5,803 04	1,253 00	189 46	1,851 42	9,102 92	355 32	Res., free; Co., 25c. per mo.	
5 7,331 96	349 76	190 85	2,101 92	10,024 49	576 49	City, \$6; Co., \$10.	
6 4,217 50	183 42	33 91	727 67	5,162 50	733 24	\$6, \$8, \$10.	
7 4,866 78	192 77	101 22	832 38	5,993 15	52 46	Res., \$12; non-res., \$14; Co., 75c. per mo.	
8 4,553 00	875 03		1,035 64	6,463 67	98 88	Co. and outside, \$10; town, \$5.	
9 7,037 00	64 88		1,633 75	8,785 63	68 30	Co., \$10; all others \$14.	
10 5,407 55	99 52	45 76	831 14	6,333 97	1,258 54	Town, \$5, \$7, \$10; Co., \$6, \$8, \$10; non res., \$8, \$10, \$12.	
11 5,834 00	351 08	88 41	1,385 03	7,658 52	294 39	Res., free; non-res., \$2 per mo.	
12 16,491 85	105 79		2,972 02	19,569 66		Non-res., \$20; sen. res. \$10; jun. res., \$2.50.	
13 4,665 40	76 56	8 25	930 18	5,631 39	5 00	\$7.50.	
14 5,947 34	488 81	21 51	3,815 03	13,272 75		Res., \$5, \$10; Co., \$15, \$25; other Cos., \$10.	
15 7,528 38	52 17	148 80	1,608 13	9,337 48	330 19	Town and Co., \$10; outsiders, \$20.	
16 17,353 00	2,463 50	220 07	5,971 66	26,008 13	2,765 76	Res., \$1 per mo.; Co., \$1 per mo.; Form IV. and others. \$3 per mo.	
17 5,137 79	884 63	175 91	170 09	6,368 83	348 13	\$6; free to municipality.	
18 5,689 32	32 07	71 06	990 32	6,782 77	270 72	Res., free; other Cos., \$10.	
19 4,640 00	1,018 96	451 18	2,360 02	8,470 16	439 22	Free.	
20 15,420 14	1,495 64	97 82	3,223 55	20,237 15	37 84	Res., \$15; non-res., \$27.	
21 9,600 00	2,762 59	326 10	1,702 96	14,391 65	62 26	\$7, \$15.	
22 4,950 00	266 26		984 11	6,200 37	1,020 79	Non-res., \$16; others free.	
23 8,150 00	1,100 00	189 25	1,814 50	11,253 75	113 12	\$5, \$10, \$25.	
24 4,450 00	624 03	105 96	3,332 40	8,513 44	77 28	Town, \$6; Co., \$10; non-res., \$10.	
25 5,861 51	553 46	100 00	160 66	6,675 63	547 46	Free.	
26 4,874 74	185 35	29 00	753 27	5,842 36	846 32	\$6, \$8, \$10.	
27 7,078 81	3,959 17	62 86	1,709 23	12,810 07	834 08	Res. Co. and outside pupils in Forms IV., III., II., \$10; outside pupils in lower Form, \$20.	
28 6,470 00	81 18	54 75	1,396 48	8,002 41	190 70	\$10.	
29 7,146 33	71 24		1,496 16	8,713 73	284 45	Outsiders, \$16; others free.	
30 4,796 30	122 04		829 93	5,748 27	362 42	Res., \$5; non-res., \$15; Co., \$10.	
31 7,490 00	158 51	91 81	1,206 67	8,946 99		Co. \$10; others free.	
32 16,500 00	217 83	301 73	3,407 20	20,426 76		{ \$20, \$23, \$32.	
33 15,000 00	115 09	202 91	2,297 15	17,615 15		{ \$20, \$23, \$32.	
34 15,600 00	11,785 35	336 77	2,392 32	30,114 44	140 27	{ \$20, \$23, \$32.	
35 4,835 00	312 06	24 00	721 41	5,922 47		Town, \$6; Co., \$7.50.	
36 5,733 05	457 35	235 01	1,258 47	7,733 88		Free.	
37 7,178 29	275 03	13 00	1,414 25	8,880 57	143 68	Town and Co., \$7.50; others \$10.	
1 235,518 91	34,511 12	4,080 80	63,131 59	387,242 42	12,694 14	{ 10 free.	
2 271,350 94	21,911 33	7,953 63	54,978 83	356,194 73	16,067 22	{ 27 fee.	
						{ 7 free.	
						{ 28 fee.	
3 14,167 97	12,599 79		8,152 76	31,047 69		3 free.	
4		3,872 83			3,373 08	1 fee.	
5 74	9	1	16			28 % Free Schools.	
						72 % Fee	

pupil, \$31.45.

VIII.—TABLE H.—The

High Schools.	Receipts.									
	Teachers' salaries, etc. (Legislative grant.)		Municipal grants (county).		Municipal grants (local).		Fees.		Balances and other sources.	
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1 Alexandria	400	92	401	00	1,105	00	.....	.....	2,114	43
2 Almonte	653	32	653	32	1,954	00	364	50	803	36
3 Arnprior	580	11	583	11	1,940	40	100	00	633	68
4 Arthur	488	93	575	18	500	00	475	30	187	55
5 Athens	685	99	845	99	1,800	00	227	00	3,672	87
6 Aurora	646	25	700	00	1,000	00	632	50	216	52
7 Beamsville	479	29	675	00	375	00	33	50	73	43
8 Belleville	746	18	1,558	16	2,516	85	93	00	115	00
9 Berlin	780	16	2,441	59	1,500	00	925	50	1,003	67
10 Bowmanville	830	71	840	71	5,400	00	1,030	00	837	71
11 Bradford	662	18	1,628	40	300	00	898	75	839	28
12 Brampton	802	51	1,331	51	2,000	00	1,683	00	587	63
13 Brighton	439	79	489	79	800	00	72	75	798	27
14 Cadonia	578	44	1,428	51	600	00	593	00	1,227	81
15 Campbellford	652	72	910	88	1,559	63	996	25	1,591	57
16 Carleton Place	626	65	759	15	1,800	00	259	50	2,637	47
17 Cayuga	527	93	1,345	72	400	00	248	00	270	78
18 Colborne	456	12	575	15	950	31	227	75	974	23
19 Cornwall	744	59	2,070	00	1,198	00	127	00	3,314	11
20 Deseronto	671	51	811	51	2,600	00	76	00	98	95
21 Dundas	599	31	851	31	768	00	817	00	1,627	43
22 Dunnville	645	72	1,934	24	800	00	493	50	243	60
23 Dutton	590	52	2,500	00	76	23	218	00	1,073	97
24 Elora	527	08	879	27	650	00	453	00	339	16
25 Essex	668	41	1,516	64	1,000	00	35	49	141	06
26 Fergus	532	60	532	60	1,300	00	329	00	619	00
27 Forest	589	16	1,147	69	1,000	00	640	00	98	41
28 Ganarque	513	94	713	96	9,777	65	47	75	234	70
29 Georgetown	658	19	773	52	1,451	19	1,808	00	.....	.....
30 Glencoe	644	52	1,133	30	800	00	976	00	148	82
31 Gravenhurst	842	43	.....	.....	200	00	239	00	799	89
32 Grimsby	412	91	675	00	300	00	76	50	260	71
33 Hagersville	621	51	1,611	23	631	35	303	00	342	73
34 Harriston	714	67	960	38	1,150	00	1,909	60	620	64
35 Hawkesbury	462	91	787	91	800	00	33	00	60	24
36 Iroquois	704	56	1,660	00	600	00	646	00	1,616	80
37 Kemptville	663	14	863	14	1,239	81	830	75	.....	.....
38 Kincardine	771	29	1,656	55	1,600	00	734	15	205	26
39 Listowel	647	76	1,174	62	1,000	00	1,260	00	.....	.....
40 Lucan	623	86	991	38	250	00	965	00	216	30
41 Madoc	523	09	523	09	700	00	157	00	1,531	33
42 Markham	623	93	814	64	500	00	1,308	00	626	52
43 Meaford	710	20	1,212	70	2,275	00	915	00	331	31
44 Mitchell	614	05	1,163	00	750	00	529	00	225	17
45 Mt. Forest	651	83	651	83	1,400	00	927	75	398	33
46 Newburgh	532	10	2,233	47	355	34	50	00	1,311	13
47 Newcastle	425	13	424	05	495	43	136	40	367	97
48 Newmarket	684	86	881	30	700	00	976	25	371	22
49 Niagara	410	06	625	00	550	00	13	00	65	44
50 Niagara Falls South	538	83	538	83	1,610	00	.....	.....	86	59
51 Norwood	623	96	922	41	1,755	04	955	50	1,152	47
52 Oakville	471	02	561	99	907	43	410	00	455	50
53 Omeme	418	34	418	34	555	36	238	00	171	66
54 Orangeville	716	18	1,004	34	1,136	00	1,546	37	505	63
55 Orillia	839	17	1,286	10	2,150	00	1,041	85	94	95
56 Oshawa	680	93	1,024	14	1,852	20	831	85	405	74

High Schools.

Expenditure.										Charges per year.	
Teachers' salaries.		Building, rent and repairs.		Maps, apparatus, prizes and libraries.		Fuel, books and contingencies.		Total expenditure.		Balances.	
\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1	2,031 00	1,563 89	.....	.....	.....	421 18	.....	4,019 07	.....	2 23	Free.
2	2,993 15	600 00	.....	.....	.....	283 83	.....	3,881 98	.....	546 52	Res. and Co., \$1; non-res., \$11.
3	2,500 00	23 86	.....	203 43	.....	522 51	.....	3,254 80	.....	539 50	Res. free; other Cos., \$1 per mo.
4	1,600 00	151 14	.....	39 55	.....	258 57	.....	2,109 26	.....	97 70	\$10.
5	3,200 13	108 33	.....	94 16	.....	3,799 97	.....	7,202 61	.....	69 24	Res. free; Co., \$2.50; other Cos., \$10.
6	2,358 87	123 53	.....	106 77	.....	495 98	.....	3,045 15	.....	90 13	\$10.
7	1,300 00	13 45	.....	18 74	.....	230 99	.....	1,563 18	.....	53 04	Free.
8	4,094 93	412 14	.....	64 90	.....	256 83	.....	4,833 89	.....	.....	\$25.
9	4,608 75	315 94	.....	.....	.....	976 53	.....	5,991 22	.....	659 70	Town and Co., \$10; non-res., \$15.
10	4,400 00	585 17	.....	30 00	.....	3,913 96	.....	8,929 13	.....	.....	\$7 50.
11	2,714 00	587 87	.....	.....	.....	500 67	.....	3,602 52	.....	526 09	\$10.
12	4,670 46	40 50	.....	185 75	.....	1,340 01	.....	6,236 72	.....	170 93	\$10.
13	1,504 17	141 89	.....	13 94	.....	339 12	.....	1,999 12	.....	551 48	\$7 50.
14	2,541 65	484 91	.....	43 77	.....	528 66	.....	3,598 99	.....	828 77	\$6.
15	3,183 77	76 43	.....	38 47	.....	2,400 78	.....	5,699 45	.....	11 60	H. S. Dist., \$6; Co., \$7.50; non-res., \$10.
16	3,079 36	576 68	.....	50 00	.....	483 69	.....	4,189 73	.....	1,893 04	Non-res., \$1 per mo.; others free.
17	2,051 33	103 53	.....	7 30	.....	261 16	.....	2,423 32	.....	379 16	\$4.50.
18	1,500 00	75 84	.....	34 83	.....	256 53	.....	1,877 25	.....	1,306 31	75c. per mo.
19	3,703 00	216 25	.....	15 00	.....	1,013 12	.....	4,944 37	.....	2,509 42	Free.
20	3,095 40	169 04	.....	17 85	.....	690 05	.....	3,972 35	.....	285 61	Free.
21	2,502 14	57 07	.....	84 12	.....	466 92	.....	3,110 25	.....	1,552 83	Co., \$10; town, \$9.50.
22	3,028 84	231 88	.....	.....	.....	714 29	.....	3,975 01	.....	142 05	Vill. and Co., \$1.50; outside Co., \$15.
23	2,671 89	63 92	.....	.....	.....	226 54	.....	2,962 35	.....	1,496 37	\$10.
24	2,314 56	48 80	.....	88 56	.....	325 61	.....	2,777 53	.....	70 98	Res., \$5; Co., \$10.
25	2,710 25	231 50	.....	50 49	.....	282 56	.....	3,304 80	.....	56 83	Free.
26	2,605 12	72 62	.....	.....	.....	604 56	.....	3,282 30	.....	30 90	Res. free; non-res. and Co., \$10.
27	2,150 00	48 31	.....	76 00	.....	1,132 85	.....	3,497 16	.....	68 10	\$10.
28	2,201 00	8,405 61	.....	220 43	.....	461 93	.....	11,288 00	.....	.....	\$2.50.
29	3,657 47	344 94	.....	42 65	.....	645 84	.....	4,630 90	.....	.....	Lowest class \$7; others \$10.
30	2,779 90	197 45	.....	38 70	.....	679 29	.....	3,695 34	.....	7 30	Dist., \$10; outsiders, \$20.
31	1,551 89	50 20	.....	31 64	.....	177 61	.....	1,811 34	.....	330 03	\$10.
32	1,350 00	48 76	.....	124 39	.....	201 97	.....	1,725 12	.....	.....	Free.
33	2,421 75	92 13	.....	23 04	.....	966 27	.....	3,593 19	.....	6 63	\$4.50.
34	3,617 23	191 67	.....	86 52	.....	1,450 28	.....	5,345 70	.....	9 59	Co., \$10; other Cos., \$15.
35	1,532 57	200 00	.....	.....	.....	236 78	.....	2,019 35	.....	124 71	Res. and Co., free; non-res., \$1 per mo.
36	3,223 78	30 75	.....	104 59	.....	924 14	.....	4,283 26	.....	944 10	\$6.
37	3,838 27	81 35	.....	14 77	.....	632 45	.....	3,596 84	.....	.....	Res., free; Co., \$2.50; non-res., \$10.
38	4,073 17	336 72	.....	24 49	.....	514 18	.....	4,918 56	.....	18 69	Co., \$10; town, \$8.
39	2,606 81	491 30	.....	45 71	.....	695 63	.....	3,839 45	.....	242 93	\$10.
40	2,554 36	18 22	.....	24 87	.....	430 00	.....	3,027 45	.....	19 09	\$10.
41	1,754 20	45 02	.....	.....	.....	1,565 34	.....	3,364 56	.....	70 00	Co., free; Dist., \$7.
42	2,570 00	71 47	.....	19 50	.....	462 08	.....	3,123 05	.....	755 09	\$10.
43	2,903 63	270 51	.....	.....	.....	2,150 81	.....	5,329 95	.....	114 26	Res., \$3; others, \$10.
44	2,474 35	130 22	.....	23 87	.....	409 25	.....	3,037 69	.....	249 53	Res., \$6; non-res., \$10.
45	2,886 94	37 50	.....	38 89	.....	1,015 65	.....	4,093 93	.....	20 76	\$10.
46	3,474 06	39 00	.....	9 86	.....	811 51	.....	4,334 46	.....	147 53	Free.
47	1,416 63	11 00	.....	9 28	.....	317 87	.....	1,754 81	.....	94 17	Res., free; outsiders, \$7.50
48	2,650 00	218 00	.....	.....	.....	667 32	.....	3,565 32	.....	48 31	\$10.
49	1,400 00	36 35	.....	15 00	.....	234 01	.....	1,685 36	.....	8 14	Free.
50	2,016 57	183 95	.....	.....	.....	597 82	.....	2,828 34	.....	35 91	Free.
51	2,900 00	90 26	.....	5 00	.....	700 88	.....	4,512 14	.....	897 24	Res. and Co., \$6; non-res., \$15.
52	1,800 00	116 18	.....	.....	.....	200 30	.....	2,116 48	.....	639 46	\$3, \$8.
53	1,353 90	173 90	.....	32 75	.....	236 05	.....	1,801 60	.....	.....	\$10.
54	3,305 05	322 78	.....	134 72	.....	457 45	.....	4,220 01	.....	683 51	Town, \$3 per term; others, \$1 per mo.
55	4,137 70	306 54	.....	.....	.....	459 08	.....	4,903 32	.....	503 75	Res., \$5; non-res. and Co., \$10.
56	3,793 87	28 68	.....	.....	.....	770 16	.....	4,591 71	.....	203 15	All above Div. 1, \$7.50; Div. 1, free.

VIII.—TABLE H.—The

High Schools.	Receipts.					
	Teachers' salaries, etc. (Legislative grant).	Municipal grants (county).	Municipal grants (local).	Fees.	Balances and other sources.	Total receipts.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
57 Paris	595 51	1,044 58	1,500 00	189 50	709 69	4,039 28
58 Parkhill	610 36	738 40	1,063 00	409 50	432 47	3,253 73
59 Pembroke	591 20	591 20	2,749 58	49 00	256 19	4,237 17
60 Petrolia	702 74	1,103 69	2,600 00	219 00	1,414 29	6,039 72
61 Picton	789 84	2,260 53	1,800 00	48 00	796 42	5,694 79
62 Port Arthur	1,020 97	.....	1,833 58	4 00	1,314 16	4,172 71
63 " Dover	441 64	441 64	703 37	38 00	.....	1,624 65
64 " Elgin	617 44	764 04	850 00	810 50	213 95	3,255 93
65 " Hope	728 15	1,186 92	1,600 00	1,156 55	528 95	5,201 57
66 " Perry	688 71	1,322 60	1,135 00	586 00	132 82	3,865 13
67 " Rowan	424 00	424 00	.....	.....	634 00	1,482 00
68 Prescott	530 63	400 00	2,175 56	59 75	332 10	3,478 04
69 Renfrew	512 91	512 90	528 46	65 00	2,699 82	4,319 09
70 Richmond Hill	437 80	712 50	200 00	535 25	328 49	2,214 04
71 Simcoe	743 91	1,548 09	2,544 12	3 00	159 00	4,978 12
72 Smith's Falls	683 73	799 23	1,760 46	299 50	131 00	3,663 92
73 Smithville	502 51	875 00	805 57	159 75	934 80	3,277 63
74 Stirling	467 00	721 07	1,188 00	.....	298 07	2,674 14
75 Streetville	428 97	755 22	250 00	306 00	179 36	1,919 55
76 Sydenham	580 11	1,600 00	.....	513 00	200 58	2,893 69
77 Thorold	477 62	596 31	1,250 00	30 00	234 57	2,558 50
78 Tilsonburg	606 13	673 13	1,300 00	283 50	252 77	3,045 53
79 Toronto Junction	693 91	661 68	3,695 60	1,076 50	869 01	6,996 70
80 Trenton	592 77	419 33	1,939 50	191 00	535 90	3,678 50
81 Uxbridge	634 18	1,103 70	1,000 00	745 36	322 50	3,805 74
82 Vankleeckhill	630 56	1,205 56	1,200 00	120 00	727 03	3,933 15
83 Vienna	441 64	600 00	500 00	23 00	127 05	1,691 69
84 Walkerton	742 78	1,456 15	.....	1,434 00	1,323 74	4,953 67
85 Wardsville	426 71	426 71	500 00	112 00	808 93	2,354 35
86 Waterdown	435 51	843 83	350 00	138 30	122 21	1,890 05
87 Waterford	631 02	1,589 81	1,000 00	137 20	291 60	3,649 63
88 Watford	590 02	.....	450 00	910 10	732 22	2,682 34
89 Welland	652 28	1,404 97	1,800 00	87 00	58 98	4,003 23
90 Weston	503 04	700 00	400 00	394 50	508 08	2,505 62
91 Warton	538 66	538 66	1,300 00	406 00	95 13	2,878 45
92 Williamstown	516 25	1,063 15	2,244 00	153 00	2,312 26	6,288 66
1 Total, 1895	55,588 87	88,103 28	117,690 81	43,661 97	59,746 09	364,791 02
2 Total, 1894	56,930 80	78,813 04	119,860 46	41,268 84	71,516 09	368,389 23
3 Increase .....	.....	9,290 24	.....	2,393 13	.....	.....
4 Decrease	1,341 93	.....	2,169 65	.....	11,770 00	3,598 21
5 Percentage	15	24	32	12	17	.....

Cost per

High Schools.

Expenditure.						Charges per year.
Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balances.	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
57 2,733 78	66 50	7 17	513 11	3,320 56	718 72	Res. free; non-res., \$1 per mo.
58 2,300 00	23 69	.....	504 61	2,828 30	425 43	Forms I., II., \$6; Form III., \$8; non-res., \$10; res., free.
59 2,701 52	775 26	55 92	701 47	4,237 17	.....	Free.
60 3,771 72	114 68	19 35	465 24	4,370 99	1,668 73	Co., \$1.
61 4,370 60	231 58	20 80	593 70	5,216 68	478 11	Town and Co., free; outsiders, \$1 per mo.
62 2,295 00	.....	.....	510 82	2,805 82	1,366 89	Free.
63 1,448 17	.....	.....	176 48	1,624 65	.....	Free.
64 2,550 00	156 89	79 84	499 20	3,255 93	.....	Res., \$6 50; Co. and non-res., \$10.
65 4,058 33	.....	20 25	681 08	4,759 66	440 91	Co., \$7.50; town, \$9.
66 3,378 34	52 77	.....	563 96	3,795 07	70 06	\$7 50.
67 1,294 14	12 95	.....	174 91	1,482 00	.....	Free.
68 2,316 68	321 48	180 81	622 49	3,441 46	36 58	Res., free; Co., 25c. per mo.
69 2,366 64	18 63	55 03	1,878 79	4,319 09	.....	Free.
70 1,599 99	.....	84 35	254 25	1,938 60	275 44	\$10.
71 3,505 00	414 21	94 83	964 03	4,978 12	.....	Co., free, others, \$1.
72 3,200 00	3 58	35 14	425 20	3,663 92	.....	Non-res., \$10; others free.
73 1,715 00	43 11	7 75	530 40	2,246 26	981 37	50c. per mo.
74 1,600 00	519 64	45 25	509 25	2,674 14	.....	Free.
75 1,400 00	122 70	25 00	238 16	1,785 86	133 69	\$5.
76 2,401 14	71 99	42 78	363 24	2,879 19	14 50	\$5.
77 1,599 96	17 88	10 05	361 35	1,989 24	599 26	Free.
78 2,200 00	4 15	39 85	792 93	3,036 93	8 60	\$6.
79 4,475 93	363 23	76 70	1,479 83	6,395 69	601 01	\$10.
80 2,374 45	22 10	50 45	484 87	2,931 87	746 63	Co., free; outside Co., \$15; Co. Ccl. pay \$37 for each Co. pupil.
81 2,781 25	89 01	20 00	627 91	3,518 17	287 57	Res., \$5; non-res., \$7.50.
82 2,680 88	240 84	122 89	466 99	3,511 60	421 55	Res., free; non-res., \$10.
83 1,300 00	11 68	17 73	178 16	1,507 57	184 12	Free.
84 3,772 79	359 60	54 45	544 25	4,771 09	185 58	\$10.
85 1,333 34	36 32	4 00	945 87	2,319 53	34 82	Res., \$3; non-res., \$10.
86 1,500 00	72 42	.....	192 07	1,764 49	125 56	\$5.
87 2,595 47	137 51	2 00	580 30	3,315 28	334 35	Co., free; Mcphty., \$4.50; other Cos., \$36.
88 2,225 00	56 69	.....	389 76	2,671 45	10 89	From Jan. to June, all \$1 per mo.; from Aug. to Dec., Vill. and non-res., \$1 per mo.
89 3,238 63	138 77	17 53	558 30	4,003 23	.....	Free.
90 1,706 51	43 00	123 65	252 92	2,123 08	379 54	\$10.
91 2,057 94	66 93	.....	359 11	2,483 98	394 47	Res., \$5; non-res. and Co., \$10.
92 3,278 39	44 05	.....	2,613 83	5,936 27	352 39	Free.
1 240,754 56	25,224 82	3,652 87	63,709 48	333,341 73	31,449 29	{ 37 free. 55 fee.
2 236,090 69	26,218 62	4,667 97	65,330 21	332,337 49	36,051 74	{ 38 free. 56 fee.
3 4,663 87	.....	.....	.....	1,004 24	.....	.....
4	1,023 80	1,015 10	1,620 73	.....	1,602 45	{ 1 free. 1 fee.
5 72	8	1	19	.....	.....	{ 40% Free schools. 60% Fee schools.

pupil, \$27.

IX.—TABLE I.—The

Collegiate Institutes.	Number of pupils in the								
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.
1 Aylmer	100	96	196	118	145	193	196	196	196
2 Barrie	153	114	267	149	197	267	267	267	261
3 Brantford	149	189	338	198	267	331	333	333	333
4 Brockville	145	165	310	194	255	308	310	310	310
5 Chatham	174	186	360	238	360	360	360	360	360
6 Clinton	119	114	233	139	161	229	229	229	153
7 Cobourg	72	81	153	109	122	153	153	153	153
8 Collingwood	106	140	246	127	147	246	246	246	150
9 Galt	134	132	266	171	175	260	260	260	260
10 Goderich	117	120	237	147	160	237	237	237	160
11 Guelph	124	150	274	167	187	274	274	274	274
12 Hamilton	3.5	395	720	443	443	700	720	715	715
13 Ingersoll	84	80	164	94	136	150	164	164	119
14 Kingston	236	261	497	293	363	495	495	487	409
15 Lindsay	163	176	339	219	269	339	339	339	339
16 London	493	450	943	603	579	923	923	931	931
17 Morrisburg	117	130	247	153	167	247	247	247	247
18 Napanee	118	123	240	172	181	228	240	240	240
19 Niagara Falls	105	107	212	114	152	200	212	212	212
20 Ottawa	251	273	524	321	408	524	524	524	524
21 Owen Sound	244	223	467	252	253	467	467	467	467
22 Perth	84	119	203	139	168	202	202	202	202
23 Peterborough	145	152	297	202	155	246	297	290	290
24 Ridgetown	118	126	244	142	184	244	244	244	244
25 Sarnia	169	137	246	146	216	246	246	246	241
26 Seaforth	92	115	207	136	175	207	207	207	175
27 Stratford	175	163	343	209	273	336	341	341	341
28 Strathroy	150	137	287	184	168	250	287	240	240
29 St. Catharines	154	176	330	193	236	330	330	330	330
30 St. Marys	138	132	270	170	201	270	269	270	270
31 St. Thomas	191	209	400	261	238	400	400	400	400
32 Toronto (Harbord) ..	263	284	552	329	353	552	552	552	552
33 " (Jameson) ..	212	175	387	229	284	380	387	387	369
34 " (Jarvis)	256	231	487	268	343	487	487	487	487
35 Whitby	76	99	175	110	175	175	175	175	175
36 Windsor	137	139	276	150	156	271	274	274	250
37 Woodstock	163	209	377	244	268	368	368	368	368
1 Total 1895	6,602	6,312	12,314	7,537	8,719	12,098	12,262	12,244	11,737
2 " 1894	5,511	5,863	11,374	7,065	8,592	11,297	11,315	11,311	.....
3 Increase	491	449	940	472	127	801	947	933	.....
4 Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5 Percentage	49	51	.....	.....	70	99	100	100	96
Percentage of average attendance to total attendance	61	.....	.....	.....	.....	.....	.....	.....	.....

Collegiate Institutes.

different branches of instruction.

Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.
1 166	193	70	166	176	193	130	25	79	60	108	15	56
2 261	266	53	197	253	267	223	14	122	63	104	7	126
3 237	330	81	237	316	333	225	26	172	68	182	8	213
4 294	310	48	310	294	310	222	19	90	68	110	4	131
5 360	360	91	360	360	360	282	17	232	81	189	9	234
6 229	229	74	229	211	211	191	16	115	74	94	6	82
7 122	183	31	140	140	153	110	13	65	32	101	7	83
8 182	246	82	182	231	245	202	18	123	70	131	10	86
9 269	260	65	260	245	260	216	13	73	64	149	7	120
10 133	237	85	237	218	237	160	24	90	73	92	5	76
11 274	274	87	187	243	274	142	31	73	55	107	10	136
12 159	700	164	700	507	720	465	108	199	185	406	45	445
13 119	161	40	150	155	164	126	13	47	34	123	6	83
14 251	263	92	281	493	491	348	7	171	76	110	2	312
15 269	339	110	269	325	339	234	15	128	85	141	2	156
16 918	918	310	918	644	918	465	70	350	227	625	43	40
17 222	247	80	167	222	247	211	25	185	67	89	10	96
18 196	240	59	240	215	240	165	25	172	38	163	7	134
19 152	212	60	212	200	212	102	31	45	36	114	4	92
20 524	524	116	408	524	524	239	28	160	79	297	5	277
21 253	467	214	467	398	467	356	53	260	175	240	37	176
22 197	201	51	201	196	202	106	8	62	50	93	1	118
23 230	230	80	290	246	290	217	40	50	70	92	3	123
24 226	244	96	244	232	244	218	27	204	89	204	14	142
25 216	246	48	205	241	246	178	11	63	38	94	1	125
26 207	175	73	200	200	207	207	10	82	73	144	7	115
27 336	341	89	336	319	341	220	29	133	92	163	11	187
28 270	280	110	280	255	230	255	22	140	85	130	18	120
29 236	330	94	330	297	320	199	36	176	69	176	8	256
30 2 5	266	80	266	260	269	220	27	132	79	144	9	132
31 296	403	77	400	373	400	293	27	79	83	147	8	220
32 539	552	128	552	538	552	473	65	262	164	218	18	444
33 223	387	125	262	371	387	263	24	145	108	142	15	320
34 487	487	144	487	487	487	487	97	143	64	122	3	316
35 78	175	48	175	166	175	96	12	60	40	50	4	116
36 222	251	53	222	250	264	175	15	113	38	141	3	180
37 360	368	360	368	320	368	285	43	162	113	149	16	151
1 9,929	11,925	3,668	11,135	11,142	12,208	8,666	1,074	4,957	2,935	5,996	358	6,614
2 .....	.....	.....	11,727	10,658	11,191	9,964	979	4,614	2,422	3,882	310	4,987
3 .....	.....	.....	.....	484	1,017	.....	95	343	513	2,114	78	1,627
4 .....	.....	.....	592	.....	.....	1,298	.....	.....	.....	.....	.....	.....
5 80	97	30	91	91	100	70	9	40	24	50	3	54
.....												

IX.—TABLE I.—The

Collegiate Institutes.	Number of pupils in the different branches									
	Greek.	French.	German.	Writing.	Book-keeping and Commercial Transactions.	Stenography.	Drawing.	Agricultural Chemistry.	Temperance and Hygiene	Vocal Music.
1 Aylmer.....	5	62	18	66	125	.....	125	.....	.....	.....
2 Barrie.....	9	127	7	109	69	.....	132	.....	.....	.....
3 Brantford.....	21	251	112	149	217	55	242	.....	.....	.....
4 Brockville.....	11	142	95	159	94	.....	94	.....	.....	.....
5 Chatham.....	33	165	32	135	182	.....	249	.....	.....	.....
6 Clinton.....	8	94	25	52	122	20	122	.....	.....	.....
7 Cobourg.....	1	138	21	103	122	.....	122	.....	.....	.....
8 Collingwood.....	29	47	10	99	105	.....	107	.....	.....	.....
9 Galt.....	18	102	81	92	172	28	172	.....	.....	.....
10 Goderich.....	12	98	25	65	115	20	115	.....	.....	.....
11 Guelph.....	17	149	42	157	197	.....	197	.....	.....	.....
12 Hamilton.....	73	405	208	165	414	75	404	.....	.....	.....
13 Ingersoll.....	.....	118	33	97	81	.....	132	.....	.....	.....
14 Kingston.....	31	317	183	149	166	48	210	.....	.....	.....
15 Lindsay.....	21	196	30	179	269	45	269	.....	.....	.....
16 London.....	35	475	75	530	530	125	530	.....	.....	.....
17 Morrisburg.....	19	99	18	103	103	40	103	.....	.....	.....
18 Napanee.....	16	132	38	102	181	83	181	.....	.....	48
19 Niagara Falls.....	28	73	25	100	113	45	110	.....	.....	.....
20 Ottawa.....	50	305	92	285	408	50	408	.....	.....	.....
21 Owen Sound.....	22	143	26	111	151	6	151	.....	.....	.....
22 Perth.....	19	120	9	89	99	.....	137	.....	.....	.....
23 Peterborough.....	13	156	12	120	150	.....	150	.....	.....	.....
24 Ridgetown.....	14	128	20	154	154	.....	154	.....	.....	.....
25 Sarnia.....	16	126	20	174	130	.....	130	.....	.....	.....
26 Seaforth.....	12	147	42	97	148	.....	148	.....	.....	.....
27 Stratford.....	12	198	111	155	252	10	252	.....	.....	.....
28 Strathroy.....	8	110	40	168	168	12	168	.....	.....	.....
29 St. Catharines.....	25	281	52	236	236	.....	246	.....	.....	.....
30 St. Marys.....	23	149	15	150	135	.....	135	.....	.....	.....
31 St. Thomas.....	40	197	49	107	248	169	218	.....	.....	.....
32 Toronto (Harbord).....	51	418	236	64	277	110	312	.....	.....	.....
33 " (Jameson) ..	35	306	123	144	181	74	195	.....	.....	.....
34 " (Jarvis).....	24	359	148	158	281	30	285	.....	.....	.....
35 Whitby.....	6	88	23	78	90	78	90	.....	.....	.....
36 Windsor.....	13	120	20	145	189	32	194	.....	.....	.....
37 Woodstock.....	33	186	85	116	116	70	116	.....	.....	.....
1 Total 1895.....	803	6,727	2,201	5,162	6,790	1,225	7,129	.....	.....	48
2 " 1894.....	635	5,522	1,688	4,950	6,992	1,321	6,628	82	240	194
3 Increase.....	168	1,205	513	212	.....	.....	501	.....	.....	.....
4 Decrease.....	.....	.....	.....	.....	202	96	.....	82	240	146
5 Percentage.....	7	55	18	42	55	10	58	.....	.....	.....
.....										

Collegiate Institutes.

of instruction.			Examinations, etc.												
Drill.	Calisthenics.	Gymnastics.	How many pupils obtained Commercial Diplomas in 1895.	No. passed primary examination.	No. passed Junior Leaving Examination.	No. passed Senior Leaving Examination.	No. passed Departmental Matriculation Examination.	No. passed the Junior Matriculation Examination at any University.	No. passed Senior Matriculation Examination at any University.	No. of 1st Class Matriculation Honors.	No. of 2nd Class Matriculation Honors.	No. passed the Matriculation Exam. of the Law Society in 1895.	No. passed the Matriculation Exam. of the Medical Council in 1895.	No. passed the Preliminary Exam. for a student in Surveying in 1895.	
1 164	164	164	38	15	7	4	...	1	...	2	1	...	...	...	
2 248	106	141	...	23	13	2	3	...	...	...	...	...	...	...	
3 140	175	140	...	17	14	8	10	4	3	18	11	...	1	...	
4 145	165	...	38	25	13	8	6	2	...	...	...	...	...	...	
5 170	170	180	...	24	19	4	5	...	...	2	14	...	...	...	
6 110	105	110	35	15	17	3	2	3	...	1	2	...	2	...	
7 70	78	70	20	9	6	3	...	2	2	6	2	...	...	...	
8 244	244	244	12	22	15	7	2	7	...	...	...	...	...	...	
9 130	132	130	44	18	12	4	11	12	...	3	1	...	...	...	
10 115	120	115	16	12	17	6	12	2	...	9	2	...	...	...	
11 264	264	264	15	26	11	9	4	2	...	...	...	...	...	...	
12 708	708	708	59	37	43	26	22	32	...	27	39	...	4	4	
13 83	80	84	30	18	7	4	3	...	...	1	...	...	...	...	
14 ...	73	98	39	16	10	1	10	3	...	15	4	...	...	...	
15 162	176	162	...	26	24	2	3	6	...	...	...	...	3	...	
16 933	933	933	130	67	35	17	22	22	...	7	18	...	...	...	
17 247	247	247	28	25	10	2	2	...	...	...	...	1	2	...	
18 249	237	112	45	16	9	3	6	1	2	6	12	...	...	...	
19 200	107	105	...	13	12	4	3	1	...	4	7	...	...	...	
20 231	258	231	27	27	7	6	15	3	...	6	5	...	4	...	
21 244	223	...	...	37	44	14	22	22	2	6	10	...	2	...	
22 192	192	192	...	18	9	1	1	...	...	...	2	...	...	...	
23 145	297	297	40	37	15	12	17	3	...	17	5	...	...	...	
24 244	244	244	48	21	17	6	4	4	1	2	3	...	2	...	
25 107	133	107	23	15	4	5	4	...	...	3	4	...	...	...	
26 92	115	92	...	11	18	1	4	...	1	...	2	...	1	...	
27 170	168	...	85	29	24	4	5	...	...	4	...	...	...	...	
28 150	137	150	51	29	15	5	...	7	...	5	11	...	...	...	
29 290	170	154	33	7	8	5	10	10	1	9	5	...	...	...	
30 264	128	136	48	28	13	4	5	...	...	6	2	...	5	...	
31 191	209	191	52	30	14	10	3	...	...	4	2	...	...	...	
32 268	284	268	75	24	31	8	26	...	...	14	24	...	...	...	
33 188	152	188	16	11	11	5	15	6	...	10	9	...	...	...	
34 256	177	433	40	19	7	4	16	3	...	2	9	3	13	2	
35 165	165	60	38	15	2	2	6	...	...	2	4	...	...	...	
36 250	250	120	34	12	4	1	7	...	...	3	3	...	...	...	
37 371	371	168	64	49	36	13	20	21	...	7	7	2	2	...	
1 8,191	7,957	7,038	1,223	833	573	223	306	179	10	198	229	6	41	6	
2 7,729	7,934	6,981	1,740	861	560	159	303	289	14	190	193	...	...	...	
3 462	23	57	...	...	13	61	3	...	...	8	36	6	41	6	
4 ...	...	...	517	28	...	...	...	110	4	...	...	...	...	...	
5 66	61	57	10	7	5	2	3	1	...	2	2	...	...	...	

IX.—TABLE I.—The

High Schools.	Pupils.				Number of pupils in the different				
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.
1 Alexandria	28	36	64	41	64	64	64	64	64
2 Almonte	83	85	168	114	116	168	168	168	168
3 Arnprior	56	65	121	71	113	113	113	113	98
4 Arthur	51	45	96	55	78	94	96	96	.....
5 Athens	90	118	208	127	152	208	208	208	208
6 Aurora	55	54	109	60	53	109	109	109	60
7 Beamsville	44	32	76	40	64	76	76	76	64
8 Belleville	137	154	291	165	217	201	207	207	.....
9 Berlin	81	85	169	96	140	167	167	167	167
10 Bowmanville	84	91	175	99	64	175	175	175	175
11 Bradford	80	73	153	89	115	149	153	153	50
12 Brampton	125	101	226	142	136	226	226	226	226
13 Brighton	37	37	74	42	54	74	74	74	74
14 Caldonia	67	87	154	96	113	154	154	154	154
15 Campbellford	84	83	167	105	161	167	167	167	167
16 Carleton Place	56	92	148	97	116	148	148	148	148
17 Cayuga	45	36	81	60	81	81	81	81	81
18 Colborne	46	47	93	49	67	93	93	93	.....
19 Cornwall	80	115	195	122	175	195	195	195	195
20 Deseronto	54	66	120	72	120	120	120	120	97
21 Dundas	60	75	135	79	135	131	131	131	45
22 Dunnville	74	72	146	100	112	136	146	146	146
23 Dutton	41	52	93	58	63	93	93	93	93
24 Elora	45	39	84	51	53	81	81	81	81
25 Essex	59	75	134	79	100	118	134	134	134
26 Fergus	93	86	179	108	179	179	179	179	179
27 Forest	59	67	126	82	102	126	126	126	126
28 Gananoque	51	86	137	86	105	136	136	136	133
29 Georgetown	124	104	228	150	149	224	224	224	224
30 Glencoe	74	63	137	76	97	130	130	132	132
31 Gravenhurst	32	41	73	37	52	72	72	72	72
32 Grimsby	35	24	59	31	50	59	59	59	59
33 Hagersville	49	54	103	66	203	199	199	199	203
34 Harrison	121	89	210	121	181	210	210	210	210
35 Hawkesbury	80	41	71	42	58	71	71	71	.....
36 Iroquois	75	74	149	94	110	148	148	149	149
37 Kemptonville	124	119	243	147	202	243	243	243	195
38 Kincardine	54	77	131	73	90	124	131	131	131
39 Listowel	102	69	171	101	159	171	171	171	171
40 Lucan	76	59	135	83	135	135	135	135	135
41 Madoc	34	43	82	49	50	82	82	82	50
42 Markham	114	72	186	113	186	183	186	186	186
43 Meaford	79	60	139	88	106	139	139	139	139
44 Mitchell	62	60	122	72	104	122	122	122	122
45 Mount Forest	83	87	170	102	170	170	170	170	170
46 Newburg	61	54	115	68	115	115	115	115	115
47 Newcast'e	29	35	64	38	56	64	64	64	40
48 Newmarket	72	70	142	95	107	141	141	141	141
49 Niagara	22	33	55	26	38	55	55	55	55
50 Niagara Falls, South.	40	49	89	52	81	89	89	89	89
51 Newwood	115	95	210	120	208	208	208	210	210
52 Oakville	37	49	86	51	71	86	86	86	71

High Schools.

branches of instruction.

Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.
1 64	64	8	64	64	64	44	.....	27	7	34	.....	26
2 116	116	52	116	164	168	99	8	34	33	41	.....	125
3 113	113	12	119	119	119	99	3	16	14	16	.....	74
4 96	96	18	78	94	94	55	2	45	16	89	.....	5
5 208	208	56	152	208	208	165	.....	176	54	90	.....	111
6 83	109	26	83	109	109	109	3	54	26	37	.....	55
7 64	76	12	64	39	76	64	.....	15	12	51	.....	45
8 204	207	31	209	203	208	95	5	76	28	125	2	126
9 162	166	37	140	163	167	82	5	49	44	41	.....	69
10 125	125	60	125	140	175	114	7	33	57	67	3	76
11 149	153	38	149	149	153	121	4	85	31	49	.....	78
12 136	2-6	68	204	204	226	170	18	47	70	37	5	177
13 74	74	20	54	74	74	74	1	58	20	54	.....	52
14 154	154	41	113	154	154	92	.....	59	41	69	.....	99
15 151	167	50	151	167	167	137	16	72	58	98	12	41
16 28	148	40	116	143	148	120	7	40	30	45	.....	120
17 51	61	18	30	81	81	81	1	29	18	40	.....	51
18 61	93	26	67	93	93	93	.....	15	26	31	.....	23
19 175	195	44	195	195	195	165	.....	46	44	109	.....	98
20 120	120	31	120	114	120	120	6	20	25	47	.....	10
21 131	131	21	181	134	133	74	2	33	22	64	.....	52
22 133	110	27	143	131	141	140	10	55	20	78	.....	91
23 63	93	29	63	93	93	49	.....	25	19	46	.....	17
24 53	81	28	34	84	84	66	3	24	26	15	.....	26
25 100	134	24	47	118	134	73	15	65	23	63	8	65
26 179	179	60	179	172	179	140	7	50	60	90	.....	102
27 102	126	24	126	126	126	126	.....	75	22	75	.....	46
28 1-5	136	28	136	133	136	87	3	57	26	88	.....	73
29 175	224	79	175	220	227	199	14	77	66	101	.....	150
30 97	93	32	124	124	131	131	5	54	30	69	3	83
31 72	72	19	72	72	72	72	.....	43	32	26	.....	25
32 50	59	9	59	59	59	59	.....	.....	9	36	.....	48
33 88	89	28	88	88	102	102	9	40	21	30	.....	50
34 87	210	85	210	210	210	180	26	57	93	27	19	46
35 58	71	13	58	71	71	71	.....	23	13	.....	.....	36
36 110	115	39	148	148	107	12	.....	75	38	69	3	71
37 210	243	72	202	237	243	201	6	156	66	150	.....	69
38 124	131	38	103	124	129	90	9	40	32	41	2	90
39 171	171	72	171	171	171	127	4	73	80	73	.....	97
40 128	135	25	135	128	135	88	7	62	25	103	.....	91
41 50	82	31	82	82	82	82	1	50	31	52	.....	28
42 162	186	37	125	162	186	127	24	46	46	15	7	87
43 93	139	48	139	134	139	136	11	57	44	46	3	56
44 104	120	28	104	120	122	80	.....	50	29	71	.....	42
45 125	170	45	125	167	170	117	2	76	33	91	.....	80
46 81	34	10	115	115	115	34	.....	34	10	55	.....	79
47 56	64	15	64	64	64	64	.....	29	15	29	.....	33
48 141	141	48	141	141	140	140	.....	100	45	94	.....	86
49 51	55	4	58	55	55	17	.....	8	4	6	.....	17
50 81	89	16	89	89	89	65	.....	40	16	65	.....	60
51 208	208	210	210	208	205	190	.....	.....	52	40	.....	140
52 62	86	24	86	86	86	64	.....	66	21	66	.....	25

IX.—TABLE I.—The

High Schools.	Number of pupils in the different branch								
	Greek.	French.	German.	Writing.	Book-keeping and Commercial Transactions.	Stenography.	Drawing.	Vocal Music.	Drill.
1 Alexandria.....	2	58	7	35	33		33		
2 Almonte.....	30	69	10	69	103		103		
3 Arnprior.....	8	57	7	102	102		102		25
4 Arthur.....		4	3	78	78		78		
5 Athens.....	10	122	11	64	84		84		208
6 Aurora.....		45	5	60	60	25	60		109
7 Beamsville.....	5	32	6	37	63		52		40
8 Belleville.....	2	94	21	115	50		113		
9 Berlin.....	6	47	135	64	43		63		60
10 Bowmanville.....	7	46	18	64	64		64		
11 Bradford.....	7	73	5	32	65		65		153
12 Brampton.....	28	171	37	88	143		143		125
13 Brighton.....	4	18	7	54	54	24	54		
14 Caledonia.....	17	88	9	62	62		62		
15 Campbellford.....	5	39	8	120	120		120		
16 Carleton Place.....	20	85	10	28	90		90		410
17 Cayuga.....	1	7		30	30		30		81
18 Colborne.....		47	6	32	67		67		
19 Cornwall.....	6	77	3	175	170		163		
20 Deseronto.....		54	10	89	82		82		
21 Dundas.....	4	55	2	55	62		70		58
22 Dunnville.....	6	54	22	49	109	21	109		53
23 Dutton.....	3	10		30	40	2	40		41
24 Elora.....		27	32	34	34		34		42
25 Essex.....	8	32	11	65	77		77		131
26 Fergus.....	10	99	12	70	104		104		
27 Forest.....	2	39	2	40	90		90		59
28 Gananoque.....	6	85	7	49	67		67		137
29 Georgetown.....	3	160	26	62	137		135		
30 Glencoe.....	14	59	12	97	97	53	97		74
31 Gravenhurst.....		29	8	18	46		46		
32 Grimsby.....		19	1	31	50		50		50
33 Hagersville.....		41	13	52	52		52		
34 Harriston.....	11	38	29	64	122		122		112
35 Hawkesbury.....	10	45		58	57		57		48
36 Iroquois.....		62	28	49	57		78		75
37 Kemptville.....	8	86	8	67	90		90		121
38 Kincardine.....	14	70	29	49	30	44	59		128
39 Listowel.....	8	79	17	59	80		80	120	102
40 Lucan.....	6	38	6	103	103		103		135
41 Madoc.....		18		33	38		38		
42 Markham.....	7	83	11	59	125	101	150		59
43 Meaford.....		62	8	55	55		55		137
44 Mitchell.....		6	32	100	100		100		63
45 Mount Forest.....	8	62	8	125	125		125		170
46 Newburg.....	4	47	6	78	98		98		
47 Newcastle.....		28	7	20	40		40		
48 Newmarket.....	3	65	17	56	90		90		142
49 Niagara.....		37		38	38	19	38	55	22
50 Niagara Falls, South.	3	25	15	45	80	35	75		40
51 Norwood.....		90	15	150	138		138		205
52 Oakville.....	5	18		40	62		62		

High Schools.

of instruction.		Examinations, etc.											
Calisthenics.	Gymnastics.	How many pupils obtained Commercial Diplomas in 1895.	No. passed Primary Examination.	No. passed Junior Leaving Examination.	No. passed Senior Leaving Examination.	No. passed Departmental Matriculation Examination.	No. passed Junior Matriculation Examination at any University.	No. passed Senior Matriculation Examination at any University.	No. of 1st Class Matriculation Honors.	No. of 2nd Class Matriculation Honors.	No. passed the Matriculation Examination of the Law Society in 1895.	No. passed the Matriculation Examination of the Medical Council in 1895.	No. passed the Preliminary Examination for Students in Surveying in 1895.
1		13	4		1	1							
2		13		6		4							
3	50	15	2	2		2	4		4	2			
4		11	9	2	1		1						
5	208	17	24	15		2	2						
6	109	27	4	2		5							
7		11	5	2									
8		31	16	4	2	4							
9	82	23	9	7	1	2							
10		26	17	8	2	7	7		2	7		2	
11		16	6	7	1	3	5		3	1			
12		47	26	15	7	12	1		5	13			
13		17	7	2		2							
14		33	9	4									
15		33	15	18	5	4							
16	50	32	14	2	3	3	5		3	3			
17	81	18	4	2		2				1			
18		12	10	8		1							
19		46	22	3			1				1		
20	120	9	5	4									
21	75	37	8	3	1	2				1			
22	59	28	7	4	4	3			1	1		1	
23	52	10	5	4		1							
24		25	4	4		5	5		1	1		1	
25	131	24	14	6	3	8		1	4	11			
26		10	17	8		1	2	2	1		1	1	
27			12	6		3	3						
28	137	23	8	2	1	3	6						
29		44	15	17	3	9			5	4			
30	63	27	15	6	3		4		1	3			
31		18	4	9		1							
32	50	3		1									
33		30	14	6	1	7			6				
34	85	32	29	15	13	3							
35	48	5	1			3						1	
36	70	37	17	10		1	1						
37	115	58	27	15	3	1	2						
38	128	19	15	7	2	7	1	1					
39	69	30	19	26		1							
40	59	20	9	6									
41		17	13	10		2							
42	59	30	19	10	6	3	3	1	2				
43	137	18	18	14	1	3	1			2			
44	60	20	5	3		1	1						
45	87	34	18	6		2							
46		20	8	6									
47	49	19	4	2									
48	142	29	12	10		4	4						
49	23	3											
50	49	9	4	3		1							
51	205	58	20	16		10			1				
52		14	7	8		3	3						

IX.—TABLE 1.—The

High Schools.	Pupils.				Number of pupils in the different				
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.
53 Omemee	25	36	61	45	46	61	61	61	61
54 Orangeville	139	113	252	161	205	250	252	252	252
55 Orillia	113	148	261	137	207	261	261	261	200
56 Oshawa	100	88	188	119	149	186	188	188	188
57 Paris	45	47	92	54	65	92	92	92	92
58 Parkhill	55	44	99	60	64	99	99	99	99
59 Pembroke	53	55	108	64	95	108	108	108	108
60 Petrolia	103	84	187	98	150	187	187	187	187
61 Picton	115	120	235	143	201	232	232	232	107
62 Port Arthur	22	48	70	39	62	70	70	70	.....
63 " Dover	34	45	79	49	62	79	79	79	.....
64 " Elgin	86	57	143	87	125	141	141	141	141
65 " Hope	81	113	194	127	136	194	194	194	194
66 " Perry	91	86	177	93	160	177	177	177	160
67 " Rowan	29	32	61	33	46	46	46	48	48
68 Prescott	50	59	109	66	86	109	109	109	109
69 Renfrew	57	67	124	81	126	126	126	126	126
70 Richmond Hill	46	45	91	59	69	91	91	91	91
71 Simcoe	115	103	218	132	160	218	218	218	218
72 Smith's Falls	71	108	179	113	143	178	179	179	179
73 Smithville	47	40	87	49	73	87	87	87	.....
74 Stirling	38	42	80	49	57	80	80	80	78
75 Streetsville	33	42	75	45	66	75	75	75	75
76 Sydenham	83	89	172	95	134	172	172	172	36
77 Thorold	29	58	87	49	87	87	87	87	87
78 Tilsonburg	43	46	89	67	71	89	89	89	89
79 Toronto Junction	87	92	179	92	118	178	179	179	179
80 Trenton	69	66	135	77	95	135	135	135	135
81 Uxbridge	74	60	134	70	99	134	134	134	134
82 Vankleekhill	83	101	184	116	132	184	184	184	184
83 Vienna	17	36	53	22	43	51	51	51	51
84 Walkerton	93	106	199	134	132	199	199	199	199
85 Wardsville	12	19	31	21	23	31	31	31	31
86 Waterdown	31	26	57	26	43	57	57	57	57
87 Waterford	77	59	136	79	102	136	136	136	136
88 Watford	79	113	192	117	142	192	190	190	186
89 Welland	77	106	183	112	152	183	183	183	183
90 Weston	34	36	70	37	60	70	70	70	60
91 Wiarton	50	57	107	62	92	107	107	107	107
92 Williamstown	32	46	78	66	56	77	77	77	77
1 Total, 1895	6,030	6,318	12,348	7,425	9,966	12,251	12,303	12,310	10,846
2 " 1894	5,807	6,342	12,149	7,398	10,001	12,051	12,045	12,165	.....
3 Increase	223	.....	199	27	.....	200	258	205	.....
4 Decrease .....	.....	24	.....	.....	35	.....	.....	.....	.....
5 Percentage	48	52	.....	.....	82	99	100	100	.....
Percentage of average attendance to total at- tendance	61%	.....	.....	.....	.....	.....	.....	.....	.....

High Schools.

branches of instruction.

Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.
53 61	61	15	46	61	61	51	.....	32	14	42	.....	23
54 207	250	68	252	250	251	252	9	146	71	192	5	82
55 207	207	45	207	253	252	114	6	57	31	144	1	112
56 164	187	48	174	174	187	89	13	54	39	114	.....	134
57 65	65	19	92	92	92	54	.....	45	16	58	.....	43
58 99	99	35	64	99	99	99	.....	74	30	64	.....	50
59 101	104	11	80	103	103	57	1	27	8	60	.....	72
60 150	187	23	150	183	187	187	4	52	24	153	1	92
61 231	231	34	229	232	232	179	.....	75	32	117	.....	78
62 70	70	8	57	70	70	49	.....	12	.....	57	.....	27
63 62	79	17	25	79	79	54	.....	40	17	28	.....	12
64 141	141	45	141	140	140	106	.....	55	50	75	.....	60
65 136	194	58	193	174	193	143	19	144	39	142	.....	92
66 125	177	53	177	177	174	130	5	125	36	125	.....	60
67 26	22	.....	37	46	48	23	2	21	.....	36	.....	10
68 109	109	23	86	109	109	67	.....	47	23	52	.....	45
69 97	126	29	69	126	126	66	7	30	10	30	.....	76
70 42	91	22	47	91	91	49	.....	27	22	47	.....	49
71 200	218	40	218	212	218	160	8	60	51	60	.....	89
72 143	179	36	179	170	179	143	9	151	31	145	2	104
73 73	87	14	87	87	87	60	.....	31	13	55	.....	53
74 39	57	23	78	78	54	54	2	59	21	52	.....	30
75 75	75	9	75	75	75	58	.....	37	11	35	.....	34
76 134	172	36	134	170	172	121	2	87	31	65	2	61
77 87	87	9	87	87	87	87	.....	11	9	66	.....	22
78 89	89	17	89	89	89	89	.....	80	17	80	.....	46
79 178	179	55	179	178	179	125	6	59	47	54	.....	78
80 135	135	40	55	135	135	80	1	58	40	40	.....	75
81 131	131	35	134	134	134	106	3	50	32	43	.....	58
82 48	113	52	91	172	184	143	12	53	43	97	3	118
83 51	51	8	51	51	51	51	.....	21	8	42	.....	22
84 196	199	68	67	196	199	162	3	63	68	54	.....	95
85 81	31	8	23	31	31	27	.....	25	13	19	.....	11
86 57	57	9	23	57	57	57	.....	34	9	40	.....	19
87 102	136	34	136	136	136	139	.....	32	22	70	.....	63
88 140	190	44	190	186	190	170	6	105	44	105	.....	75
89 152	183	31	183	183	183	144	.....	103	19	106	.....	96
90 54	70	14	70	70	70	34	.....	34	14	21	.....	43
91 92	107	15	72	107	107	65	.....	40	15	62	.....	71
92 78	78	22	54	78	78	78	.....	34	20	54	.....	66
1 10,162	11,679	3,158	10,463	11,889	12,127	9,215	362	4,925	2,736	5,915	81	5,973
2 .....	.....	.....	11,691	11,746	12,062	10,605	374	2,721	2,458	2,206	53	4,379
3 .....	.....	.....	.....	143	65	.....	.....	2,204	278	3,739	28	1,594
4 .....	.....	.....	1,228	.....	.....	1,390	12	.....	.....	.....	.....	.....
5 .....	.....	.....	84	96	98	75	3	40	22	48	.1	48
.....												

IX.—TABLE I.—The

Number of pupils in the different branches

High Schools.	Greek.	French.	German.	Writing.	Book-keeping and Commercial Transactions.	Stenography.	Drawing.	Vocal Music.	Drill.
53 Omemece	3	20	.....	30	37	.....	37	.....	.....
54 Orangeville	10	35	17	62	115	20	105	.....	139
55 Orillia	16	143	45	174	184	.....	189	.....	245
56 Oshawa	37	72	35	97	134	.....	134	.....	.....
57 Paris	1	34	4	30	35	.....	47	.....	92
58 Parkhill	7	50	6	64	64	.....	64	.....	.....
59 Pembroke	4	36	13	51	77	.....	77	.....	.....
60 Petrolea	13	146	32	144	144	70	144	.....	185
61 Picton	8	150	45	77	161	.....	.....	.....	.....
62 Port Arthur	3	33	4	57	57	.....	57	.....	.....
63 " Dover	1	28	8	25	25	.....	25	.....	.....
64 " Elgin	2	56	14	106	106	.....	106	.....	82
65 " Hope .....	.....	107	65	135	135	.....	135	.....	.....
66 " Perry	22	63	15	125	125	.....	184	75	91
67 " Rowan .....	.....	29	2	26	36	.....	36	.....	22
68 Prescott	2	50	8	86	86	.....	86	.....	100
69 Renfrew	28	67	15	60	60	.....	60	.....	57
70 Richmond Hill	12	20	2	23	42	.....	42	.....	.....
71 Simcoe	10	102	40	162	162	.....	162	.....	50
72 Smith's Falls	15	93	6	143	95	.....	95	.....	71
73 Smithville	1	41	8	27	73	.....	73	.....	40
74 Stirling .....	.....	16	.....	57	57	.....	49	.....	.....
75 Streetsville	1	48	.....	45	45	.....	45	.....	33
76 Sydenham	7	19	3	51	134	.....	134	.....	170
77 Thorold .....	.....	42	3	40	78	60	78	.....	87
78 Tilsonburg	6	40	7	35	71	.....	71	.....	43
79 Toronto Junction	4	102	22	68	80	.....	80	.....	.....
80 Trenton	1	71	31	55	55	.....	55	.....	.....
81 Uxbridge	3	58	10	28	99	.....	99	.....	74
82 Vankleekhill	13	76	7	91	58	.....	106	.....	83
83 Vienna .....	.....	10	1	19	44	.....	44	.....	50
84 Walkerton	5	33	57	56	120	.....	120	.....	69.
85 Wardsville .....	.....	7	3	4	12	.....	16	.....	.....
86 Waterdown .....	.....	11	.....	33	33	.....	33	.....	.....
87 Watford .....	.....	0	11	69	63	.....	63	.....	77
88 Watford .....	.....	90	6	142	142	.....	142	.....	75
89 Welland	22	67	10	34	116	.....	116	.....	63
90 Weston .....	.....	21	.....	61	61	.....	61	.....	34
91 Wiarton	2	22	6	42	62	.....	62	.....	50
92 Williamstown	56	70	.....	22	35	.....	35	.....	30
1 Total, 1895	616	5,139	1,263	5,954	7,374	474	7,464	250	5,526
2 " 1894	445	5,008	1,097	6,671	8,109	146	8,199	219	5,539
3 Increase	171	131	166	.....	.....	328	.....	31	.....
4 Decrease .....	.....	.....	.....	717	735	.....	735	.....	13
5 Percentage	5	41	10	48	60	4	60	2	45
.....									

High Schools.

of instruction.		Examinations, etc.												
Calisthenics.	Gymnastics.	How many pupils obtained Commercial Diplomas in 1895.	No. passed Primary Examination.	No. passed Junior Leaving Examination.	No. passed Senior Leaving Examination.	No. passed Departmental Matriculation Examination.	No. passed Junior Matriculation Examination at any University.	No. passed Senior Matriculation Examination at any University.	No. of 1st Class Matriculation Honors.	No. of 2nd Class Matriculation Honors.	No. passed the Matriculation Examination of the Law Society in 1895.	No. passed the Matriculation Examination of the Medical Council in 1895.	No. passed the Preliminary Examination for Students in Surveying in 1895	
53		10	1	1			1							
54	108	40	25	18		2		1						
55	246	240	27	7		1	3					5		
56		16	13	10	2	5			4	4				
57		13	5	3										
58	55	15	13	5										
59		15	1	1		1	5							
60		21	13	7	4		2						1	
61	120	51	24	2		6	1							
62		4	2											
63		7	6	4		2								
64	55	82	23	10		2								
65			8	12	4	1	2	1	3	6				
66	86	86	17	9		8	8		2	5		3		
67	25	10	2	5										
68		18	2	4		1				2		1		
69		20	4	1		3	2					1		
70		11	2	2										
71	50	50	40	9	9	1	2	6	1					
72	108	46	12	4	2	7	1			1				
73	40	4	4	2										
74		20	15	2			1							
75	42	14	2	1										
76		23	10	6		6								
77	87	12	3	3										
78	46	14	8	4										
79		19	14	9		2			1					
80		30	8	8		1								
81	60	16	6	5	2	3			2	3				
82		24	20	4	3	1			1					
83	50	5	4											
84	73	37	12	22		7								
85		4		4										
86			2											
87	48	15	12	2		3				3		1		
88	108	27	12	8	1	1			3	2				
89	95	22	10	1		4	1							
90	70	10	2	3		1						1		
91	57	22	2			2	2							
92	46	34	11	2		7								
1	4,231	1,200	1,942	931	556	83	221	97	7	57	75	2	18	1
2	5,121	1,409	1,852	1,111	512	44	179	169	8	30	60			
3			90		44	39	42			27	15	2	18	1
4	840	209		80				72	1					
5	34	10	16	8	5	1	2	1						

X.—TABLE K.—The

Miscellaneous															
Collegiate Institutes.	Brick, stone or frame school house.		Size of playground.	Schools under United Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture readings.	Schools opened and closed with prayer.	Schools using Bible.	Religious instruction imparted.
	B	S	acres.		\$	\$	\$		\$		\$				
1 Aylmer	B		4 $\frac{1}{2}$	.....	582	591	122	1	600	1	300	.....	1	.....	.....
2 Barrie	B		3 $\frac{1}{2}$	.....	600	618	134	1	1,790	.....	.....	1	.....	.....	.....
3 Brantford	B		$\frac{1}{2}$	.....	574	579	108	1	1,127	.....	.....	1	.....	.....	.....
4 Brockville	S		2 $\frac{1}{2}$	.....	614	863	124	1	299	.....	.....	1	.....	.....	.....
5 Chatham	B		2 $\frac{1}{2}$	.....	570	980	136	1	724	1	100	1	1	.....	.....
6 Clinton	B		3 $\frac{1}{4}$	.....	480	671	150	1	771	.....	.....	1	1	1	.....
7 Cobourg	B		$\frac{2}{3}$	.....	605	582	110	1	885	.....	.....	1	1	1	.....
8 Collingwood	B		1	.....	570	604	125	1	525	.....	.....	1	1	.....	.....
9 Galt	S		8 $\frac{1}{2}$	.....	837	817	171	1	1,413	1	27	1	1	.....	.....
10 Goderich	B		$\frac{1}{4}$	.....	611	640	70	1	2,700	.....	.....	1	.....	.....	.....
11 Guelph	S		4	1	770	650	125	1	2,832	1	50	.....	1	.....	.....
12 Hamilton	S		3 $\frac{1}{2}$	1	795	1,104	179	1	155	.....	.....	1	1	1	.....
13 Ingersoll	B		2	1	534	512	122	1	933	.....	.....	1	1	.....	.....
14 Kingston	B		2	.....	895	742	63	.....	.....	.....	.....	1	1	1	.....
15 Lindsay	B		2	1	874	826	119	1	726	1	35	.....	1	.....	.....
16 London	B		3	1	910	2,504	169	1	298	1	700	.....	1	.....	.....
17 Morrisburg	B		1	1	524	904	128	1	1,148	1	40	1	1	.....	.....
18 Napanee	B		3 $\frac{1}{2}$	1	702	532	102	1	1,027	1	25	.....	1	1	.....
19 Niagara Falls	B		5	.....	404	364	32	1	950	.....	.....	1	1	1	.....
20 Ottawa	S		1 $\frac{1}{2}$	.....	713	1,084	210	1	2,224	1	100	1	1	.....	.....
21 Owen Sound	B		3	1	1,104	1,512	110	.....	91	1	50	.....	1	.....	.....
22 Perth	B		4 $\frac{1}{2}$	1	714	588	141	1	827	.....	.....	1	1	.....	.....
23 Peterborough	B		2 $\frac{1}{2}$	1	632	686	139	1	760	.....	.....	.....	1	.....	.....
24 Ridgetown	B		1 $\frac{1}{4}$	.....	525	951	97	1	682	1	20	.....	1	.....	.....
25 Sarnia	B		2	1	717	616	102	1	1,548	.....	.....	1	1	.....	.....
26 Seaforth	B		3	.....	713	574	157	1	800	1	50	.....	1	1	.....
27 Stratford	B		6	.....	771	1,226	194	.....	117	.....	.....	1	1	.....	.....
28 Strathroy	B		1 $\frac{1}{4}$	.....	730	597	89	1	493	.....	.....	.....	1	.....	.....
29 St. Catharines	B		$\frac{1}{4}$	.....	612	682	127	1	1,700	.....	.....	.....	1	.....	.....
30 St. Mary's	B		2	.....	504	567	125	1	753	.....	.....	1	1	.....	.....
31 St. Thomas	B		2 $\frac{1}{4}$	1	701	796	100	1	915	.....	.....	.....	1	.....	.....
32 Toronto (Harbord)	B		1 $\frac{3}{4}$	.....	791	1,549	88	1	4,710	.....	.....	.....	1	.....	.....
33 " (Jameson)	B		1 $\frac{1}{2}$	.....	1,165	1,318	128	1	4,790	.....	.....	1	1	1	.....
34 " (Jarvis)	B		2	.....	968	1,121	331	1	8,900	1	20	.....	1	1	.....
35 Whitby	B		$\frac{3}{4}$	1	493	604	135	1	1,080	.....	.....	1	1	.....	.....
36 Windsor	B		2	1	626	607	102	1	3,200	1	200	.....	.....	.....	.....
37 Woodstock	B		1	.....	940	1,125	135	1	2,150	.....	.....	1	1	.....	.....
1 Total, 1895	32	5	89	14	25,870	31,286	4,802	34	54,643	14	1,717	21	36	9	.....
2 " 1894	30	5	83	13	22,407	29,792	4,619	34	48,274	16	1,860	22	35	13	.....
3 Increase	2	0	6	1	3,463	1,494	183	.....	6,369	.....	.....	.....	1	.....	.....
4 Decrease										2	143	1	.....	4	.....
5 Percentage	86	14		37				92		37		58	100	26	.....

Collegiate Institutes.

information.

Commencement exercises.		Number of pupils in—				No. of pupils from municipalities composing High School district.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Occupation of parents.				
		Form I.	Form II.	Form III.	Form IV.									Commerce.	Agriculture.	Mechanical occupations.	Learned professions.	
1	1	66	59	44	27	102	85	9	3	8	2	10	12	40	97	45	14	
2	1	109	88	54	16	138	121	8	5	5	3	30	5	65	83	70	49	
3	1	95	142	73	28	246	84	8	12	6	3	17	5	126	84	92	36	
4	1	160	95	39	16	222	82	6	17	3	10	21	32	112	58	105	35	
5	1	135	114	91	20	248	104	8	20	20	10	30	10	110	107	88	55	
6	1	76	60	77	20	95	128	10	5	4	8	18	24	47	87	32	22	
7	1	103	19	18	13	102	51	9	2	...	...	20	...	48	50	52	3	
8	1	43	110	75	18	105	91	50	1	14	4	50	18	54	104	54	18	
9	1	102	73	65	26	142	85	39	9	5	10	28	20	68	56	62	21	
10	1	80	63	70	24	134	91	12	10	3	8	22	25	58	95	66	18	
11	1	132	55	56	31	220	34	20	15	10	8	14	18	116	56	56	46	
12	1	284	159	164	113	542	85	93	40	18	14	47	56	229	131	268	92	
13	1	84	35	31	14	88	58	18	3	8	...	16	29	44	79	26	15	
14	1	251	154	85	7	397	81	19	15	10	4	17	42	128	49	130	47	
15	1	130	99	95	15	196	118	25	8	19	9	37	24	106	121	72	40	
16	1	453	250	155	85	774	157	12	95	60	40	50	50	142	127	567	107	
17	1	103	64	55	25	90	153	4	3	11	2	30	40	26	31	23	24	
18	1	101	80	34	25	114	118	8	7	10	10	17	30	56	115	42	27	
19	1	110	42	29	31	128	59	25	15	10	4	4	9	43	32	54	13	
20	1	285	123	88	28	410	73	41	98	25	40	31	54	259	88	105	72	
21	1	111	142	145	69	193	175	99	40	65	25	70	37	50	231	144	42	
22	1	106	43	46	8	106	92	5	4	2	...	16	15	34	89	66	14	
23	1	125	30	91	51	201	90	6	12	...	6	26	13	68	65	128	36	
24	1	92	56	71	25	76	146	22	14	22	8	12	8	80	118	32	14	
25	1	130	65	40	11	163	77	6	10	10	10	12	49	51	52	115	28	
26	1	97	51	52	7	93	111	3	8	17	4	18	3	12	90	10	8	
27	1	121	111	84	27	241	89	13	19	10	7	39	30	68	69	95	11	
28	1	66	102	87	32	119	135	33	12	40	10	40	...	42	150	75	20	
29	1	171	65	58	36	213	86	31	20	5	4	15	40	89	77	68	19	
30	1	119	55	68	28	138	65	67	21	24	6	20	14	62	150	46	12	
31	1	238	58	77	27	258	119	23	23	15	5	20	25	116	96	132	22	
32	1	97	189	192	74	512	21	19	35	1	...	16	104	243	14	43	99	
33	1	123	139	84	41	366	14	7	35	10	5	20	70	272	22	70	23	
34	1	153	190	107	37	483	...	4	35	3	12	30	20	340	18	56	73	
35	1	78	49	35	13	93	71	11	8	4	4	9	9	38	68	29	15	
36	1	168	52	41	15	188	82	6	12	7	2	6	40	99	53	102	22	
37	1	114	126	75	62	212	145	20	22	45	10	35	12	74	140	138	25	
1		30	5,011	3,407	2,751	1,145	8,148	3,325	841	720	531	307	913	887	3,615	3,152	3,358	1,237
2		22	4,269	3,590	2,451	1,064	7,548	3,064	762	574	379	333	816	859				
3		8	742		300	81	600	261	79	146	152		97	28				
4		..		183							26							
5		80	41	28	22	9	66	27	7	.....	.....	.....	.....	32	28	29	10	

X.—TABLE K.—The

Miscellaneous

High Schools.	Brick, stone or frame school house.	Size of playground.	Schools under United Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture readings.	Schools opened and closed with prayer.	Schools using Bible.	Religious instruction imparted.
		acres.		\$	\$	\$		\$	\$	\$				
1 Alexandria . . .	B	12		148	129	101								
2 Almonte . . .	S	1	1	767	316	381		8	1	20		1	1	
3 Arnprior . . .	B	1	1	340	355	57		38				1		
4 Arthur . . .	B	3		185	266	24						1		
5 Athens . . .	S	2		410	366	35					1	1		
6 Aurora . . .	B	2		290	363	60						1	1	1
7 Beamsville . . .	B	2	1	251	187	38						1		
8 Belleville . . .	B	1	1	261	443	109						1	1	
9 Berlin . . .	B	4		334	1,027	39		1	100	1	1	1	1	
10 Bowmanville . . .	B	1 7/8		596	423	54		10	1	50	1	1	1	
11 Bradford . . .	B	3 1/2		252	270	24		13				1	1	
12 Brampton . . .	B	5		339	522	23		10	1	80		1	1	
13 Brighton . . .	B	1 1/2	1	169	37	32					1	1		
14 Caledonia . . .	B	3 1/2	1	409	411	50					1		1	1
15 Campbellford . . .	B	3 1/2	1	166	407	33					1	1		
16 Carleton Place . . .	S	1	1	485	288	46					1	1	1	
17 Cayuga . . .	B	1		147	259	29						1		
18 Colborne . . .	B	1	1	221	220	79						1		
19 Cornwall . . .	B	3 1/2		431	338	107					1	1	1	
20 Deseronto . . .	B	2 1/2		303	282	45	1	510				1	1	
21 Dundas . . .	B	2 1/2	1	328	319	80		39				1	1	
22 Dunnville . . .	B	1 1/4		330	454	52						1	1	
23 Dutton . . .	B	1		211	454	32						1	1	
24 Elora . . .	S	1 1/2		115	292	71					1	1		
25 Essex . . .	B	3 1/2		301	292	75	1	818			1	1		
26 Fergus . . .	S	1 1/2	1	238	257	80						1		
27 Forest . . .	B	2		229	289	52						1	1	
28 Gananoque . . .	S	1	1	284	270	78					1	1		
29 Georgetown . . .	B	4 1/2		196	312	33		8	1	25	1		1	
30 Glencoe . . .	B	2		339	543	55		1		20		1	1	
31 Gravenhurst . . .	B	7		169	265	47						1		
32 Grimsby . . .	F	1		119	189	44					1	1		
33 Hagersville . . .	B	1 1/2		300	308	44					1	1		
34 Harriston . . .	B	3		163	360	58						1		
35 Hawkesbury . . .	B	1 1/4	1	125	246	40					1	1		
36 Iroquois . . .	B	1 1/4		503	600	81		27	1	200	1	1		
37 Kemptville . . .	B	2	1	225	304	54						1	1	
38 Kincardine . . .	B	4	1	454	549	86		19			1	1	1	
39 Listowel . . .	B	4		268	320	64	1	306				1		
40 Lucan . . .	B	3		226	393	47						1	1	
41 Madoc . . .	B	1		168	318	90		44			1	1	1	1
42 Markham . . .	B	2		191	441	25					1	1	1	
43 Meaford . . .	B	3 1/2		256	435	43	1	1,405	1	15	1	1	1	
44 Mitchell . . .	B			202	269	51	1	515				1		
45 Mt. Forest . . .	B	2 1/2		350	482	38					1	1		
46 Newburgh . . .	S	2	1	361	222	25						1		
47 Newcastle . . .	B	1	1	126	195	28					1	1		
48 Newmarket . . .	B	2		150	279	55	1	763				1	1	
49 Niagara . . .	B	1 1/4		183	134	58						1	1	
50 Niagara Falls, S. . .	B	2		208	215	41						1	1	
51 Norwood . . .	B	7	1	328	258	18					1	1	1	
52 Oakville . . .	B	3 1/2	1	243	152	24						1	1	
53 Omeme . . .	F	1 1/4	1	232	202	19						1		
54 Orangeville . . .	B	2 1/2		400	464	39					1	1		
55 Orillia . . .	B	2 1/2		429	276	15	1	2,260				1	1	
56 Oshawa . . .	B	3	1	242	292	119			1	50	1	1		
57 Paris . . .	B	1	1	235	403	103					1	1	1	

High Schools.

information.

Commencement exercises.	Number of pupils in—				No. of pupils from municipalities composing High School district.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Occupation of parents.			
	Form I.	Form II.	Form III.	Form IV.									Commerce.	Agriculture.	Mechanical occupations.	Learned professions.
1	21	35	8		62	1	1	4			5	12	15	25	17	7
2	69	47	42	10	103	39	26	6	1	2	10	14	34	59	62	13
3	45	58	16	2	79	32	10	11	6		3	3	35	29	60	3
4	42	36	16	2	46	50	1	1	10		6	15	16	38	21	9
5	80	72	56		74	132	2	5	5	2	35	4	38	120	34	16
6	48	35	26		70	34	5	5	6		7	12	17	37	13	8
7	37	27	12		36	39	1	3	3		2	9	3	31	10	3
8	197	55	34	5	204	80	7	15	7	5	15	23	33	59	55	15
9	85	43	37	4	79	81	9	8	4	3	12	6	59	40	30	11
10	64	61	44	6	109	64	2	12	2	5	18	13	40	61	37	17
11	32	83	31	7	51	94	8	5	8	5	11	20	17	80	15	8
12	88	48	68	22	90	125	11	10	8	5	20		15	88	29	7
13	22	29	23		52	20	2	5	10	3	7		30	20	22	2
14	62	51	41		61	51	42	8	6		9	13	30	83	30	11
15	44	75	32	16	80	74	13	7	12	4	27	3	40	75	42	10
16	74	35	29	10	112	29	7	6	4	6	8	6	30	33	42	6
17	40	30	11		25	56		3	5	1	5	1	71	4	5	
18	32	35	26		47	45	1	3	6	7	12		12	65	10	6
19	97	34	44	20	112	68	15	2	3	2	25		28	79	66	2
20	33	56	25	6	89	12	19	10	6		9		30	28	58	4
21	58	52	22	3	62	69	4	5	10	1	6	3	22	65	37	11
22	50	62	24	10	50	76	20	5	13	3	11	6	24	74	34	14
23	31	33	29		42	49	2	1	10	1	4		6	40	7	3
24	18	35	28	3	38	42	4	2	3	10	15		11	35	26	12
25	48	53	18	15	41	89	4		5	2	12		27	69	24	14
26	48	64	60	7	115	64		20	5	7	15	10	52	64	43	20
27	36	66	24		47	79		5	22		6	10	22	66	24	4
28	49	57	28	3	104	29	4	3			8		31	24	18	4
29	94	55	61	18	70	101	57	4	10	1	31	7	39	117	51	21
30	31	66	27	13	37	82	18	8	2		9		27	65	14	17
31	18	34	21		49	16	8			1	9	7	16	10	44	3
32	31	19	9		32	24	3	4	4				1	8	19	8
33	24	47	21	11	50	53		6	9	2	8	5	20	35	17	5
34	27	70	87	26	56	70	84	5	8	6	26	10	58	108	24	13
35	31	27	13		46	24	1	7	2	3	1	10	25	22	12	1
36	49	61	26	13	56	79	14	2	3	3	14	25	15	50	19	5
37	42	129	66	6	92	63	8	6	4	3	35					
38	40	50	32	9	67	61	3	1	19	4	15	16	22	63	34	12
39	44	56	71		154		17	5	5		15	25	25	53	14	6
40	47	56	25	7	25	107	3	2	11	1	6	7	27	84	13	11
41	33	17	31	1	30	52		2	2	3	16	1	8	26	7	4
42	59	66	37	24	40	134	12	6	6		10	14	22	128	27	9
43	35	56	37	11	82	55	2	2	4	4	15	20	11	50	48	6
44	42	50	28	2	79	41	2	10	1	4	8	10	19	40	30	8
45	53	72	42	3	94	30	46	1		2	22	23	33	65	27	15
46	81	24	10		31	84		3	6	1	7	10	5	26	20	5
47	20	29	15		43	21		5	6	1	2	12	9	15	6	4
48	29	64	49		74	49	19	4	2	3	11	13	15	60	25	16
49	38	13	4		36	18	1		7		1	14	5	19	11	9
50	28	45	16		79	9	1	1	2	1	3	6	5	19	8	3
51	83	68	52	2	80	90	40	10	12	2	20	14	30	138	30	4
52	22	40	24		47	30	9	4	3	2	9	9	14	23	20	6
53	12	34	15		36	22	3	2			3		1	46	8	6
54	86	95	62	9	105	67	80	11	15	3	32	32	60	116	45	31
55	143	65	45	8	148	70	43	10	12	6	12	82	54	72	31	14
56	103	37	35	13	119	56	13	13	8		5	20	30	59	66	10
57	33	40	19		62	27	3	5	4	1	6		18	19	18	6

X.—TABLE K.—The

High Schools.	Brick, stone or frame school house.	Size of playground.	Schools under United Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture readings.	Schools opened and closed with prayer.	Schools using Bible.	Miscellaneous
														Religious instruction imparted.
		acres.		\$	\$	\$		\$		\$				
58 Parkhill	B	3	1	239	418	112		44	1	55		1		
59 Pembroke	B		1	252	247	72						1		
60 Petrolia	E			362	359	31					1	1		
61 Picton	B	3		420	475	57						1		
62 Port Arthur	B			46	288	48			1	20		1		
63 " Dover	B	2	1	120	269	55					1	1		
64 " Elgin	B	1 1/4		188	294	43	1	555				1	1	
65 " Hope	B			283	250	57					1	1		
66 " Perry	B	1 1/2	1	267	433	44			1	10		1		
67 " Rowan	B	3	1	82	210	10		8				1	1	
68 Prescott	B	1 1/4	1	189	271	67		24			1	1		
69 Renfrew	B	3 1/2	1	134	81	18					1	1		
70 Richmond Hill ..	B	1	1	340	214	86					1	1		
71 Simcoe	B	3	1	245	560	62		9			1	1	1	
72 Smith's Falls	B		1	451	387	68						1		
73 Smithville	B	1 1/2		56	243	27					1	1		
74 Stirling	B	1	1	135	223	33						1	1	
75 Streetsville	B	1 1/2		178	165	54					1	1		
76 Svidenham	S	1		308	258	17						1		
77 Thorold	B	2		239	243	67						1	1	
78 Tilsonburg	B	3 1/2		149	416	69						1		
79 Toronto Junction ..	B	1 1/2		302	363	63						1		
80 Trenton	B	3	1	217	364	73					1	1		
81 Uxbridge	B	3 1/2	1	286	246	53					1	1		
82 Vankleekhill	B	1 1/2		146	400			21				1		
83 Vienna	B	5 1/2	1	220	261	105	1	586			1	1		
84 Walkerton	B	1 1/4		197	405	61					1			
85 Wardsville	B	2	1	141	164	63			1	30		1		
86 Waterdown	S	3 1/2	1	213	269	37						1		
87 Waterford	B	2		297	345	69					1	1	1	
88 Watford	B	1		302	307	100						1		
89 Welland	B	1		109	292	17						1	1	
90 Weston	B	1 1/2		230	251	69						1	1	
91 Wiarton	S	1		296	84	45	1	349				1	1	
92 Williamstown	B	2	1	154	193	37						1		
1 Total, 1895	B S F	acres.	39	23,677	28,480	5,219	10	8,389	13	675	42	87	36	3
2 " 1894	80 10 2	181	39	22,561	28,160	5,031	14	12,360	11	380	46	89	29	
3 Increase	1 0 0	13		1,116	320	188			2	295			7	3
4 Decrease	0 0 5						4	3,971			4	2		
5 Percentage	87 11 2		43				11		14		49	95	39	3

High Schools.

information.

Commencement exercises.		Number of pupils in —				No. of pupils from municipalities composing High School district.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Occupation of parents.			
		Form I.	Form II.	Form III.	Form IV.									Commerce.	Agriculture.	Mechanical occupations.	Learned professions.
58	1	20	44	35	...	51	41	7	5	6	10	10	3	12	47	30	5
59	...	51	44	13	...	92	13	3	7	...	6	4	4	33	16	39	15
60	1	116	44	23	4	125	62	...	20	7	4	11	30	78	24	71	8
61	...	99	94	42	...	118	109	8	12	9	2	25	...	50	106	32	18
62	1	57	5	8	...	53	16	1	4	1	...	...	8	15	...	35	9
63	...	25	37	17	...	50	24	5	2	2	...	...	...	11	17	13	6
64	...	34	55	54	...	58	81	4	5	5	3	18	21	41	54	28	9
65	1	104	32	39	19	97	96	1	2	4	...	5	12	38	54	23	7
66	1	65	60	38	14	60	95	22	10	14	9	22	8	17	80	64	16
67	...	27	25	7	2	27	33	1	2	1	1	5	...	12	34	9	2
68	1	42	44	23	...	68	38	3	5	3	3	5	25	17	33	12	5
69	...	60	35	29	...	72	58	4	6	8	2	12	4	43	48	22	7
70	...	42	27	22	...	28	63	...	...	6	...	2	12	26	40	22	3
71	1	109	53	48	8	99	117	2	30	30	1	10	...	56	89	46	27
72	1	66	77	27	9	102	28	49	9	4	6	14	26	26	54	51	5
73	...	27	46	14	...	53	32	2	1	5	1	4	3	3	49	12	4
74	...	18	39	21	2	36	44	...	1	2	2	9	11	7	37	12	7
75	1	23	43	9	...	27	29	19	3	5	...	2	6	6	38	29	2
76	...	51	83	36	2	167	...	5	2	14	1	30	22	4	144	17	7
77	1	33	45	9	...	70	10	7	...	2	...	4	10	10	15	12	3
78	1	35	36	18	...	80	5	4	4	5	3	7	10	5	35	20	5
79	1	68	50	55	6	61	34	84	8	2	1	7	15	48	40	32	11
80	1	55	40	40	...	87	19	20	4	...	...	8	11	29	45	29	14
81	1	51	48	32	3	64	61	9	5	9	2	8	8	33	62	18	8
82	...	92	40	40	12	98	69	17	...	...	...	23	...	4	90	6	3
83	1	18	27	8	...	50	...	3	3	4	...	3	2	10	30	8	3
84	1	66	63	68	2	88	98	13	17	32	5	34	21	39	98	32	30
85	...	4	19	8	...	15	8	8	1	...	...	4	...	3	21	2	5
86	...	23	25	9	...	49	4	4	4	8	...	5	7	8	26	13	3
87	1	54	48	32	2	45	90	1	10	12	2	9	4	16	40	15	...
88	1	64	78	44	6	62	127	3	6	10	2	6	5	18	25	7	3
89	...	99	53	31	...	87	93	3	4	2	...	6	15	56	62	40	20
90	...	36	20	14	...	22	39	9	5	14	2	7	7	10	28	34	8
91	...	42	50	15	...	95	9	3	8	6	...	3	8	21	12	62	12
92	...	22	34	22	...	76	2	...	...	...	4	...	...	...	...	...	...
1	46	4,731	4,415	2,784	418	6,421	4,805	1,122	489	581	196	993	930	2,219	4,631	2,454	790
2	40	4,583	4,723	2,449	394	6,439	4,634	1,076	462	555	136	959	741	...	...	...	...
3	6	148	...	335	24	...	171	46	27	26	60	34	189	...	...	...	...
4	...	...	308	...	...	18	...	...	...	...	...	...	...	...	...	...	...
5	50	38	36	23	3	52	40	5	...	...	...	...	...	18	38	20	7

XI.—TABLE L.—The Protestant Separate Schools.

Statistics.		Anderton.		No. 6, Bromley.		No. 9, Cambridge.		No. 1, Marlboro'.		No. 2, Osgoode.		No. 6, Plantagenet North.		Pashinch.		Rama.		L'Original.		Penetanguishene.		Total.	
Number of schools.....		1		1		1		1		1		1		1		1		1		1		10	
<i>Receipts:</i>		\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
Balances from 1894		11 70		35 76		7 25		17 09		7 20		43 10		70 02		347 23		420 16		383 08		1,330 89	
Government grants				73 90		4 65		2 40		9 61		7 05		16 95		55 06		48 75		117 51		347 58	
Municipal								4 19		11 00				25 00		60 52		563 77				664 48	
Trustees' school taxes		109 75		370 43		54 81		36 00		257 00		271 36		202 30		300 00				2,000 00		3,601 65	
Other sources		50 15		6 00				55 00				150 00								748 00		1,009 15	
Total		171 60		486 09		66 71		114 68		284 81		471 51		314 27		702 81		1,082 68		3,248 59		6,953 75	
<i>Expenditure:</i>																							
Teachers' salaries		139 94		250 00		57 39		90 00		250 00		250 00		215 00		512 50		583 34		1,197 00		3,575 17	
School sites and buildings		7 41		156 13								8 16						1 00		371 85		543 58	
Libraries, maps, etc		19 68		56 70		5 95		2 48		31 93		143 73		19 50		47 00		97 87		1,638 41		2,063 25	
Other expenses																							
Total		167 06		462 83		63 34		92 48		281 93		401 89		264 50		559 50		682 21		3,207 26		6,183 00	
Balances on hand.....		4 54		23 26		3 37		22 20		2 88		69 62		49 77		203 31		350 47		41 33		770 75	
<i>Teachers:</i>																							
Certificate																							
Salary																							
<i>Pupils:</i>																							
Total attending		9		31		15		7		21		13		34		64		62		236		492	
Boys		5		19		8		5		13		6		20		34		27		124		261	
Girls		4		12		7		2		8		7		14		30		35		112		231	
Attending less than 20 days.....		1		3		1		1		4				3		3		2		13		31	
20 to 50 "		1		2		4		2		1		1		3		19		1		14		48	
51 to 100 "		7		10		10		1		5		3		9		20		5		42		112	
101 to 150 "								3		6		2		7		11		21		71		128	
151 to 200 "										5		7		12		11		31		96		171	
201 " to year																						2	

Average attendance	5	15	4	3	11	8	17	58	45	141	307
No. in 1st Reader, Part I.	3	6	4	1	5	.....	3	.....	13	75	110
" " II.	2	3	3	1	2	3	8	.....	10	49	81
2nd Reader	2	8	2	1	7	.....	7	.....	12	57	91
3rd " "	1	8	3	1	7	.....	9	.....	7	34	100
4th " "	1	5	3	3	5	.....	7	.....	20	14	100
5th " "	.....	1	.....	3	5	.....	7	.....	.....	7	10
Writing	9	25	12	5	17	.....	21	.....	62	216	444
Arithmetic	9	30	12	5	17	.....	34	.....	62	216	462
Drawing	9	25	12	5	17	.....	21	.....	40	216	422
Geography	4	22	8	4	8	.....	18	.....	49	141	328
Music	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	21
Grammar	2	22	6	3	8	.....	12	.....	39	96	265
History	2	14	3	3	4	.....	12	.....	40	55	198
School houses	F	F	L	L	F	F	F	F	B	B	{ 2 B 6 F 2 L
No. of maps	5	.....	7	.....	2	7	10	10	14	13	68
No. of globes	.....	.....	.....	.....	.....	.....	1	.....	1	.....	2
No. of trees planted on Arbor Day	.....	.....	.....	.....	21	.....	.....	.....	6	.....	27

XII.—TABLE M.—Report on Truancy.

Cities.	No. of children other- wise employed dur- ing school hours.	No. of cases of tru- ancy reported.	No. of complaints made before Police Magistrates or J. Ps.	No. of convictions.	No. of children not attending any school as required by the Truancy Act.
Guelph	6	60	4	1	6
Hamilton	30	119	41	9	53
Stratford		80	3	3	
St. Catharines	5	130			
St. Thomas ..	5	130	3	3	
Toronto	62	6,056			650
Windsor		37			
Towns.					
Almonte		3			
Arnprior		4	3		
Aurora		31			
Aylmer		5			
Berlin	3	20			18
Blenheim	20	50	1	1	
Brockville		387			
Chatham		98	2		
Clinton			1		
Collingwood		50			
Dundas	5	35			35
Durham	1	1			
Forest		18			
Gore Bay		1			
Lindsay	1	60	1	1	
Listowel		23			
Little Current	1				
Mattawa		6	1	1	
Midland		25			
Newmarket		2			
Niagara Falls	4	52	3		10
Oshawa		10			
Palmerston		3			
Peterborough		85	2		
Petrolia	2	12	4		
Port Hope		5	3		
Prescott	5	22			
Sarnia		99			
Stayner		1			
Strathroy		5			
St. Mary's	5	1			
Thorold		3			
Tilsenburgh	6				
Toronto Junction		8			

XII.—TABLE M.—Report on Truancy.

Towns.	No. of children otherwise employed during school hours.	No. of cases of truancy reported.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.	No. of children not attending any school as required by the Truancy Act.
Walkerton		31			
Welland		25			47
Woodstock	4	56	4		
Villages.					
Alvinston		12	2	2	
Bayfield		1			
Beamsville	3	3			
Brussels		2			2
Campbellford	1	6			7
Cannington		4			
Chesley		3			
Colborne		16			
Elora		13			
Exeter	4	4			
Fenelon Falls	2		5		
Fort Erie		6			
Hespeler		6			1
Kincardine		5			10
London West	10	20	1	1	12
L'Orignal					2
Markham		3			
New Hamburg		1			
Paisley		1			
Point Edward		8			
Port Dover	10	20			
Preston		20			
Shelburne		5			
Stirling		5			
Sutton		7			
Tara		2	1		
Teeswater		3			
Thamesville		1			
Wardsville	3	1			
Waterloo	12	5			
Winchester		4			
Total	210	8,036	85	22	853

XIII.—TABLE N.—Report on Kindergartens.

Cities.	No. of Kindergartens.	No. of teachers.	No. of pupils attending.	Average attendance.
Brantford	3	7	311	120
Guelph....	1	7	179	83
Hamilton	16	21	1,345	524
Kingston.....	3	3	265	97
London	8	22	957	344
Ottawa.....	5	7	368	122
Stratford	1	1	104	33
Toronto	42	108	4,616	1,743
Towns.				
Aylmer	1	3	113	46
Chatham	1	1	101	33
Dundas	1	1	95	38
Galt	1	2	52	46
Napanee	1	1	39	26
Niagara Falls	1	3	86	22
Peterborough.	2	2	246	89
Strathroy	1	1	50	21
Tilsonburg	1	2	78	26
Toronto Junction	2	4	133	52
Waterloo.....	1	1	124	72
Villages.				
Campbellford	1	1	107	32
Hespeler	1	1	66	41
Preston	1	2	66	36
Total	95	201	9,501	3,646

XIV.—TABLE O.—Report on Night Schools.

Cities.	No. of Night schools.	Teachers.	Pupils attending.	Average attendance.
Brantford	3	4	177	21
Hamilton	6	9	221	33
London	4	8	271	31
St. Catharines.....	1	1	47	12
Toronto	15	30	1,169	296
Towns.				
Chatham	1	1	45	24
Woodstock	1	3	200	26
Total	31	56	2,130	443

XV.—TABLE P.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes); also Normal and Model Schools. From the year 1867 to 1895, compiled from Returns in the Education Department.

No.	Subjects compared.	1867.	1872.	1877.	1882.	1887.	1892.	1895.
1..	Population	1,620,851			1,926,922		2,114,321	
2..	School population between the ages of five and sixteen years, up to 1884 (and five to twenty-one subsequently)	447,726	495,766	494,804	483,817	611,212	595,238	601,615
3..	High Schools (including Collegiate Institutes)	102	104	104	104	112	128	129
4..	Normal and Model Schools	3	3	4	6	6	6	6
5..	Total Public Schools in operation	4,261	4,490	4,955	5,013	5,277	5,577	5,660
6..	Total Roman Catholic Separate Schools	161	171	185	190	229	312	331
7..	Grand total of all schools in operation	4,422	4,768	5,248	5,313	5,624	6,023	6,136
8..	Total pupils attending High Schools (including Collegiate Institutes)	5,696	7,968	9,229	12,318	17,459	22,837	24,662
9..	Total students and pupils attending Normal and Model Schools	800	800	900	1,059	1,204	1,270	1,243
10..	Total pupils attending Public Schools	382,719	433,256	465,908	445,364	462,839	448,204	444,778
11..	Total pupils attending Roman Catholic Separate Schools	18,924	21,406	24,952	26,148	30,373	37,466	39,773
12..	Grand total, students and pupils attending High, Public, Separate and Model Schools	408,139	463,430	500,989	484,919	511,875	509,777	510,456
13..	Total amount paid for the salaries of Public and Separate School Teachers	1,093,516	1,371,594	2,038,099	2,144,448	2,458,540	2,752,628	2,861,649
14..	Houses and for libraries and apparatus books, fuel, stationary, etc.	379,672	835,770	1,035,390	883,526	1,283,565	1,301,289	1,335,543
15..	Grand total paid for Public and Separate School Teachers' salaries, the erection and repairs of school houses, and for libraries, apparatus, etc.	1,473,188	2,207,364	3,073,489	3,026,974	3,742,105	4,053,917	4,197,192
16..	Total amount paid for High School (including Collegiate Institutes) Teachers' salaries	94,830	141,812	211,607	253,864	327,452	470,828	526,273
17..	Total amount paid for erection and repairs of High School (including Collegiate Institutes) houses, maps, apparatus, prizes, fuel, books, etc.	19,190	31,360	51,417	80,857	168,160	215,871	194,312
18..	Amount paid for other educational purposes	332,825	439,690	250,968	262,307	280,832	353,967	349,691
19..	Grand total paid for educational purposes	1,420,023	2,870,226	3,587,481	3,633,002	4,518,549	5,094,603	5,267,468
20..	Total Public and Separate School Teachers	4,890	5,476	6,468	6,857	7,594	8,480	8,913
21..	Total male teachers	2,849	2,626	3,020	3,062	2,718	2,770	2,843
22..	Total female teachers	2,041	2,856	3,448	3,795	4,876	5,710	6,070

* Colleges and Private School are included for 1867 and 1872.

APPENDIX B.—*PROCEEDINGS FOR THE YEAR 1896.*I. *ORDERS IN COUNCIL.*

1. AGREEMENT WITH EDUCATIONAL BOOK CO. FOR THE PUBLICATION OF THE BOTANICAL NOTE BOOK PART 2, APPROVED (20th February, 1896).
—
2. AGREEMENT ON AFFILIATION OF ONTARIO NORMAL COLLEGE WITH HAMILTON COLLEGIATE INSTITUTE, APPROVED, (19th February, 1896).
—
3. AGREEMENT WITH CANADA PUBLISHING COMPANY, LTD., FOR THE PUBLICATION OF THE PUBLIC SCHOOL WRITING COURSE. APPROVED (26th March. 1896).
—
4. AGREEMENT WITH COPP, CLARK CO., LTD., W. J. GAGE CO., LTD., AND THE CANADA PUBLISHING CO., LTD., FOR THE PUBLICATION OF THE FIRST (PARTS I AND II), SECOND, THIRD, FOURTH, AND THE HIGH SCHOOL READERS, APPROVED (26th March, 1896).
—
5. AGREEMENT WITH THE COPP CLARK CO., LTD., FOR THE PUBLICATION OF THE HIGH SCHOOL PHYSICAL SCIENCE, PART II, APPROVED (26th March, 1896).
—

II. *MINUTES OF DEPARTMENT.*

1. REGULATIONS IN FRENCH—ENGLISH TEACHERS, APPROVED (27th January, 1896).
—
2. REVISED LIST OF AUTHORIZED TEXT BOOKS, APPROVED (4th August, 1896)
—
3. APPOINTMENT OF MISS HATTIE B. MILLS TO THE TORONTO MODEL SCHOOL STAFF, APPROVED (2nd September, 1896).
—
4. REGULATIONS RESPECTING PUBLIC AND HIGH SCHOOLS, APPROVED (20th October, 1896).

III. CIRCULARS FROM THE MINISTER.

MEMORANDUM RESPECTING MATRICULATION IN MEDICINE, CONTAINING THE CONCLUSIONS ARRIVED AT WITH THE MEMBERS OF THE EXECUTIVE AND LEGISLATIVE COMMITTEES OF THE MEDICAL COUNCIL AT THE PARLIAMENT BUILDINGS, ON THE 27TH DAY OF MARCH, 1896.

1. Any person who presents to the Registrar of the Medical Council a certificate that he has passed the examination conducted by the Education Department on the course prescribed for matriculation in Arts, including chemistry and physics, and approved by the Lieutenant-Governor-in-Council, shall be entitled, on payment of the lawful fees in that behalf, to registration as a medical student within the meaning of section 11 of *The Ontario Medical Act*, being chapter 148 of the Revised Statutes of Ontario, 1887.

2. Any person who before the passing of this Act has not passed the examination in all the subjects prescribed for matriculation as aforesaid, shall be entitled to registration as a medical student on submitting to the Registrar of the Medical Council a certificate that he has completed such examination by passing in the remaining subjects of such matriculation, including chemistry and physics.

3. Any student in medicine who submits to the Registrar of the Medical Council certified tickets that he has attended not less than two courses of lectures at any chartered Medical School or College in Canada, shall be entitled on payment of the lawful fees in that behalf, to take the primary examination or the examination of said Council taken by students at the end of the second year, provided that the standing obtained at such examination may not be allowed until such student presents to the Registrar of the Council the matriculation certificate prescribed by this Act.

4. A certificate from the Registrar of any chartered University conducting a full Arts course in Canada, that the holder thereof matriculated prior to his enrolment in such University, and passed the examination in Arts prescribed for students at the end of the first year, shall entitle such student to registration as medical student under *The Ontario Medical Act*.

5. Any person who on or before the first day of November, 1895, had passed the examination of any University in Canada for matriculation in Arts, or the matriculation examination conducted by the Education Department entitling to registration in Arts with any University in Canada—or an examination entitling to registration with the Medical Council when the said examination was passed—shall be entitled to registration as a medical student on submitting to the Registrar of the Medical Council a certificate to that effect, signed by the proper officer in that behalf.

Note.—The following requirements will entitle to registration with the Medical Council :—

From 1882 to 1st January, 1884, the High School Intermediate certificate, with Latin.

From 1st January, 1884, to 1st July, 1888, the High School Intermediate or Third-Class Non-Professional certificate, with Latin.

From 1st July, 1888, to 1st November, 1892, Second-Class Non-Professional certificate, with Latin.

Since 1st November, 1892, the Junior Matriculation certificate, with Physics and Chemistry, as prescribed by the Education Department of Ontario.

EDUCATION DEPARTMENT,
TORONTO, APRIL, 1896.

CIRCULAR TO COUNTY AND TOWNSHIP COUNCILLORS.

AMENDMENTS MADE TO THE PUBLIC AND HIGH SCHOOL ACTS.

(1) Provision is made for "Continuation Classes" in Public Schools situated in a municipality in which no High School has been established. The object of these classes is to enable pupils who have passed the Entrance Examination to a High School, or who have finished a Public School course, to continue their studies as far at least as the Second Form of the High School. Boards of Trustees are at liberty to collect reasonable fees from pupils who have passed the Public School Leaving Examination; pupils who have passed the Entrance Examination only are to be admitted free. The Trustees shall appoint for such classes a teacher with the qualification of an Assistant in a High School, unless the teacher in charge is reported by the Inspector as fully qualified to give the necessary instruction. The County Council may aid such schools by a grant equal to the Legislative grant, or such further sum as it may deem expedient. The Minister of Education is authorized to pay for the maintenance of each pupil the average amount paid for High School pupils. (Section 8.)

(2) In all elections for Rural School Trustees, a farmer's son, qualified to vote at a municipal election, is qualified to vote for a School Trustee or may be elected as a School Trustee. (Sections 9 and 12.)

(3) Boards of School Trustees are required to hold their first meeting for the organization of the Board on the Wednesday following the annual meeting, at the hour of four o'clock in the afternoon, and at the school house. (Section 16)

(4) Walls or fences for the enclosure of the school premises shall be erected and maintained by the Board of Trustees at the expense of the school section. (Section 34.)

(5) A petition for the formation of union sections will be legal if signed by five ratepayers of the municipality asking for the appointment of an arbitrator to consider the formation of a union section. Heretofore every such petition required the signature of five ratepayers from each of the municipalities concerned in the formation of a union school section. The award of the arbitrators declaring that no change should be made in the boundaries of union sections, or that no union section should be formed, although petitioned for, is binding for five years unless appealed against. (Section 43.)

(6) Assessors are required to report with regard to the equalization of union school sections on or before the 1st day of June instead of the 1st of July, as in the old Act. (Section 51.)

(7) The grant heretofore made by the County Councils as the equivalent of the Government grant is dispensed with. The original intention of this grant was that it should be levied by uniform rate over the whole county. In practice, however, it was found in almost every case to be levied on the township, and thus as a matter of fact was a township rather than a county grant. Under the new Act, Township Councils are authorized to levy the sum of \$50 for each school, in addition to the sum of \$100 which they were authorized to raise under the Act of 1891. As the sum formerly levied by the county amounted to over \$30 per school, the increased contribution made by the township is less than \$20 in excess of what it formerly was. As the law now stands, every Township Council will be required to rise \$150 for every school in the township. In the case of schools with an assistant teacher, \$100 additional is required for such teacher. The advantages of the change are briefly these: (a) The routine of collecting the grant through the county from townships, which was merely a matter of book-keeping, is dispensed with. (b) The inequality which exists in the township with regard to the rates to be levied for the maintenance of schools will be reduced, and the smaller sections, which for local or other reasons could not be enlarged, will be aided. (c) Township Councils will be to a great extent relieved of the disagreeable duty of altering school boundaries with a view to meet the complaints of taxpayers. (d) The loss to a school

section by rendering useless school houses, that might have to be abandoned by the change of school boundaries, will be obviated. (e) Small school sections that were heretofore open for six months only will be able to keep open during the whole year. (Section 66.)

(8) Municipal Councils may issue school debentures for amounts less than \$100 if deemed expedient. (Section 70.)

(9) Any by-law exempting any portion of the ratable property of a municipality from taxation, in whole or in part, will not apply to exemptions from school rates. (Section 73.)

(10) County Boards of Examiners are to be appointed annually. (Section 79.)

(11) Easter holidays in rural schools are extended four days. It is the intention to hold the Teachers' Institutes during the summer holidays in order to prevent any interruption to the ordinary working of the school. The holidays given at Easter will therefore be made up by dispensing with the teachers' meetings during the school term. (Section 89.)

HIGH SCHOOL AMENDMENTS.

(1) Pupils from any High School district in the county shall be considered county pupils unless they attend the High School of the district in which they reside. (Section 2, sub-section 5.)

(2) The Trustees of a Public and a High School may unite to form a Board of Education for the joint management of the Public and High Schools of the municipality for which they are respectively Trustees. (Section 3.)

(3) The Trustees of any High School may limit the optional subjects to be taken in such High School, provided always that any course required for matriculation into the University is taken. (Section 9.)

(4) Where county pupils pay High School fees, the amount of such fees, if advantage is taken of section 31 of the Act, is to be deducted from the whole amount for which the county is liable for maintenance. This was the intention of the High Schools Act of 1891, but not being clearly expressed, some counties were required to pay for the maintenance of county pupils without being credited with the fees paid by county pupils. (Section 31, sub-section 2.)

(5) County Councils may pay for the maintenance of pupils attending a High School in an adjoining county where the High School district is contiguous, at the same rate as for county pupils. (Section 31, sub-section 7.)

(6) Any grant given by County Councils in addition to the amount for which the county is liable for the maintenance of county pupils shall be in proportion to the liability of the Council, that is to say, this liability may be doubled or trebled, but specific sums regardless of such liability cannot be made. This provision of the new law does not come into force until after the 31st of December of the present year. In this provision High Schools mentioned in sections 11 (6) and 31 (5) are included. (Section 35.)

I have omitted several minor amendments to the Act which were not deemed of sufficient importance to bring before you in this formal way. I may add that the amendments made have met with the general approval of the Legislature and will, I trust, contribute to the farther improvement of our Public and High Schools. In order to prevent capricious changes in the school law, only amendments that are absolutely necessary are made except at intervals of five years. It is hoped that the Public and High Schools Act of 1896 will continue in their present form for the same length of time. Where so many are concerned in the successful administration of the law, it is found by experience that better results are obtained by a thorough revision at longer intervals than by minor changes every year.

EDUCATION DEPARTMENT,
TORONTO, APRIL, 1896.

DEPARTMENTAL REGULATIONS.

Text-Books Authorized for Use in Public Schools, High Schools, and Training Schools.

1. The text-books named in Schedule "A" shall be the authorized text-books for Public Schools. The text books in French and German are authorized only for schools where the French or German language prevails, and where the trustees, with the approval of the Inspector, require French or German to be taught in addition to English.

2. The text-books named in Schedule "B" shall be the only authorized text-books in High Schools and Collegiate Institutes for the course of study prescribed in Form I., II. and III.

3. The text-books named in Schedule "C" shall be the authorized text-books for Model Schools, Normal Schools and the Ontario Normal College.

4. The text-books in Schedule "D" used in any school on the 1st July, 1896, and recommended by resolution of the trustees to be continued in use, shall be deemed as authorized in such schools until further notice.

5. For religious instruction, either the Sacred Scriptures or the Scripture Readings adopted by the Education Department, shall be used as prescribed by the Regulations of the Education Department.

PUBLIC SCHOOLS. (SCHEDULE A.)

First Reader, Part I	\$0 10
First Reader, Part II	0 15
*Second Reader	0 25
*Third Reader	0 35
*Fourth Reader	0 45
*High School Reader	0 60
Public School Arithmetic	0 25
Public School Algebra and Euclid	0 25
Public School Geography	0 75
Public School Grammar	0 25
Public School History of England and Canada	0 30
Public School Drawing Course—each number	0 05
Public School Physiology and Temperance	0 25
Public School Writing Course	0 07

French-English Readers.

First Reader, Part I.	\$0 10
First Reader, Part II	0 15
Second Reader	0 25
Third Reader	0 35

German-English Readers.

Ahn's First German Book	\$0 25
" Second "	0 45
" Third "	0 45
" Fourth "	0 50
" First German Reader	0 50

(* NOTE.—On and after January 1st, 1897, the prices of the Second, Third, Fourth and High School Readers shall be 20, 30, 40, and 50 cents respectively.)

HIGH SCHOOLS AND COLLEGIATE INSTITUTES. (SCHEDULE B.)

English.

High School Reader	\$0 60
High School English Grammar	0 75
High School English Composition.....	0 50
Composition from Models	0 75

History and Geography.

High School Geography	\$1 00
High School History of England and Canada.....	0 65
High School History of Greece and Rome.....	0 75

Mathematics.

High School Arithmetic.....	\$0 60
High School Algebra	0 75
Elements of Algebra (McLellan).....	0 75
High School Euclid (Books I., II., III., 50 cents).....	0 75

Classics.

First Latin Book	\$1 00
Primary Latin Book	1 00
High School Beginner's Greek Book.....	1 50

Moderns.

High School French Grammar	\$0 75
High School French Reader	0 50
High School German Grammar.....	0 75
High School German Reader.....	0 05

Science.

High School Physical Science, Part I., 50 cents ; Part II.....	\$0 75
High School Botanical Note Book, Part I., 50 cents ; Part II	0 60
High School Botany, Part II	0 50
High School Chemistry	0 50

Bookkeeping and Drawing.

High School Bookkeeping	\$0 65
High School Drawing Course, each number.....	0 10

TRAINING SCHOOLS. (SCHEDULE C.)

County Model Schools.

School Management, Millar	\$1 00
Or School Management, Baldwin (Canadian edition)	0 75
Public School Physiology and Temperance	0 25

Normal Schools.

Outline Study of Man, Hopkins.....	\$1 25
Lectures on Teaching, Fitch	1 00
School Management, Millar	1 00
Or School Management, Baldwin	0 75
Educational Reformers, Quick.....	1 25
Applied Psychology, McLellan	1 00
First Year at School, Sinclair	0 50
Infantry Drill as revised by Her Majesty's Command (last edition).....	0 40
Hints on Teaching Arithmetic, MacLean.....	0 50

Ontario Normal College.

Applied Pyschology, McLellan	\$1 00
Education, Spencer.....	0 50
School Management, Millar.....	1 00
Or School Management, Landon	1 50
Educational Reformers, Quick.....	1 25
Infantry Drill (latest edition)	0 40
Physical Culture, Houghton	0 50
Physical Education, Maclaren, Part II.; sections II. and III.....	2 00

(SCHEDULE D.)

Green's Short History of the English People	\$1 50
Jeffers' History of Canada (Primer).....	0 30
Todhunter's Euclid (Books I., II. and III., 40 cents).....	0 75
Bradley's Arnold's Latin Prose	1 25
Public School Music Reader	0 40
High School Music Reader.....	0 75
Goodwin's Greek Grammar.....	1 25
Harkness' First Greek Book	0 90
Public School Agriculture	0 40
Schmitz's History of Greece and Rome	0 75
Fasquelles-Sykes' Lessons in French.....	0 75
Les Grandes, Inventions Modernes	0 50

TEACHERS' READING COURSE. (SCHEDULE E)

Psychology applied to Teaching, Baldwin.....	\$1 50
Education from a National Standpoint, Fouillée.....	1 50
How Canada is Governed, Bourinot	1 00

EDUCATION DEPARTMENT,

TORONTO, July, 1896.

DEPARTMENTAL REGULATIONS.

The consolidation of the School Act once in five years renders a similar consolidation of the regulations of the Education Department necessary in order that school boards may be furnished with a copy of both under one cover. Please find herewith a draft of the regulations proposed for your consideration. In order to facilitate examination, permit me to call your attention to a few of the changes deemed advisable.

1. By regulation 4 it is proposed that an additional teacher shall not be required in a Public School unless the average attendance for three years exceeds fifty.

2. The only change in the Public School course of study is the substitution of Botany for Euclid. This will give pupils who complete the Public School course some knowledge of at least one of the most interesting of the sciences. The examination in Botany is also slightly modified. It will be noted that the study of languages is permitted as an option. There is no change in the High School course of study.

3. Regulations 21 and 22 should be read in conjunction with section 8 of the Public Schools Act of 1896. It is proposed to pay the grant for "continuation classes" in such a way as to offer a premium to teachers holding first-class certificates.

4. By regulation 23 the Public School course of study in forms IV. and V. and the examination requirements are consolidated. A similar rule has been adopted with regard to the course of study and examination requirements of High Schools.

5. By regulation 26 the marks for entrance and Public School leaving examinations are unified.

6. By regulation 44, it is proposed to adopt a uniform standard for the pass standing of candidates at all non-professional examinations, namely, one-third marks in each subject. For the professional examination the standard proposed is forty per cent. in each subject.

7. By regulation 46 the Public School leaving examination is hereafter to be substituted for the examination held by the Education Department for the first form of the High School.

8. By regulation 83 candidates for certificates as specialists will be allowed their standing as such on passing the examination of the Normal College by virtue of their honor degree from any University, on passing the ordinary final examination.

9. Public School inspectors will carefully note regulations 86 and 87, also the regulations with regard to teachers' institutes and teachers' reading course.

10. Any suggestions which you may think desirable to be considered should be addressed to the Department on or before the 15th day of August, in order that the new regulations may be issued as soon after the opening of the schools as possible.

EDUCATION DEPARTMENT,
TORONTO, July, 1896.

CIRCULAR TO INSPECTORS AND HIGH SCHOOL PRINCIPALS.

GENTLEMEN,—The revision of the regulations has been for some time under the consideration of the Education Department. This revision has involved careful study, a large amount of correspondence, and numerous interviews with members of the profession. The regulations are now in press, and will be bound with the consolidated High and Public School Acts, which are intended to remain without material change for five years. It is intended to transmit as soon as ready, and without application to this department, a bound copy to each board of trustees. It may be intimated in the meantime to teachers and students enquiring of you, that no changes have been made that will disturb the organization or work of the schools. For the examinations of July, 1897, there will be no changes in the subjects prescribed or the mode of conducting the examinations. In view of the changes that will afterwards come into operation, and in view of special provisions which are in force only for 1896 and 1897, and which will not appear in the new regulations, the following information is given :

CONTINUATION CLASSES.

The work of these classes, as provided by the Public Schools Act, will be that required for the primary examination. A first class teacher must have charge, but any second class teacher now employed will, if satisfactory to the inspector, be deemed qualified for the purposes of the Act, so long as he retains his present position. The regulations will provide for an equitable distribution of any grant voted for the purpose by the Legislature.

PUBLIC SCHOOL LEAVING EXAMINATION.

This examination will be conducted under the existing regulations for 1897. Under the revised regulations, which will affect subsequent examinations, the course of study will be slightly modified and the answer papers read at the Education Department. Any

Public School leaving certificate granted heretofore, or that may be awarded hereafter will have the same value as a certificate of having passed in form I. The holder of a Public School leaving certificate will not be required in 1897 to pass the examination of form I. of the High School.

FORM I. EXAMINATION.

This examination will be conducted in 1897 as in 1896. After 1897, in order to lessen the number of examinations, the form I. examination will be abolished and every candidate for primary standing must hold a Public School leaving certificate, unless he holds form J. certificate or a commercial certificate. Pupils preparing now for the Public School leaving examination of 1897, or pupils preparing for the form I. examination, need by this announcement make no change in their purposes. High School pupils who do not hold Public School leaving or commercial certificates and have not passed the form I. examination should, if they desire to get full primary standing in 1897, write at the form I. examination. High School pupils will not be allowed to be candidates at the Public School leaving examination until after 1897.

DISTRICT EXAMINATIONS.

District examinations are now abolished and the Public School leaving examinations will take their place. This will still further lessen the number of examinations and give every certificate granted under the regulations a qualifying value that will be of service in any subsequent course which the holder may pursue.

PRIMARY.

For primary standing in 1897 the examination of form II. must be taken and also that of form I., or the Public School leaving examination, unless the candidate has received a form I. certificate, a Public School leaving certificate, a commercial certificate, a district certificate or a third class certificate.

JUNIOR LEAVING.

It should be understood that a primary certificate granted on the former standards gives no exemption from any of the subjects of forms II. and III. The holder of a primary certificate granted this year, unless he was a primary candidate before 1896, has no claim under regulation 12 (1) and must conform to regulation 10 of circular 4, and must take one of the form III. examinations therein defined.

The regulation 12 (1) of circular 4 requires candidates to take at one examination the following subjects of form II.:—English grammar and rhetoric, arithmetic and mensuration, and history of Great Britain and Canada; and of form III.:—English composition, English literature, algebra, geometry, ancient history, chemistry, and (a) physics and botany, or (b) Latin, or (c) Greek, or (d) French, or (e) German.

This regulation is now modified to allow the unsuccessful candidates at the junior leaving in 1896, or a previous year, who have been awarded a certificate of having passed in part I. of form II. (with or without physics) to obtain a junior leaving certificate in 1897 by taking only the subjects above mentioned of form III.

The special provisions of 12 (1) will not have a place in the revised regulations, and will not apply to candidates after 1897.

SENIOR LEAVING.

The same regulation is also modified for senior leaving, so as to allow those who obtained a part I. of form IV. certificate in 1896 to complete the course in 1897 by taking the remaining subjects required by the former regulations. The new requirements as defined in regulation (10) will govern in all cases after 1897.

HIGH SCHOOL ORGANIZATION.

It should be understood that no certificate issued by the Education Department gives the holder a right to be put in any particular class of the school. The form in which a pupil is to be placed is a matter that rests entirely with the principal of the school, who is responsible for its organization. As might have been expected some difficulties in classification are due to the important changes of last year in the High School course and to the effort to meet within two years the reasonable claims arising under the former regulations. These difficulties will, it is presumed, disappear after next year, and the new curriculum, as given in the circular mentioned, may be expected to answer fully for the purposes of the secondary schools. In the revised regulations the course of study is almost identical with that found in circular 4, but it may be stated that both geometry and botany will be included in the requirements for the Public School leaving examination.

SPECIALISTS' STANDING.

As stated in previous announcements to candidates, after 1897 an honour degree as defined in circular 2, will be the only non-professional standing accepted for specialists in the departments therein mentioned. Candidates who apply under the temporary provisions of the circular referred to should remember that they must make good their claims in 1896 or 1897, if such claims can be considered. The new requirements must be met by all candidates after next year.

NORMAL COLLEGE.

The course in methods at the School of Pedagogy (Normal College) examinations, which now embraces mathematics and English, is modified so as to include in addition as obligatory subjects Latin (now an obligatory subject for junior or senior leaving standing) and elementary science (the primary course). The optional groups in methods, one of which must be taken by all candidates, are (a) Greek, (b) French and German, (c) physics, chemistry and biology. This change is due to the statutory provisions regarding continuation classes and to the varied courses that give senior leaving standing.

After 1897 every candidate at the examinations of the Normal College will be required to take the regular course of training at that institution. The removal of the Normal College to Hamilton will secure improved facilities for the training of first class Public School teachers and assistant High School teachers. First, second and third class teachers will, therefore, receive their training at the Normal College, the Normal Schools, and the County Model Schools respectively. For the purpose of meeting existing conditions the provisions of the present regulations (circular 9) may apply to candidates admitted to the Normal College during the years 1896 and 1897. Here, as in other instances, it is desirable to give reasonable attention to the claims arising under former regulations, and to adhere to a settled curriculum and uniform requirements after a fixed date.

Inspectors and principals may advise students making enquiries regarding the proposed changes that the existing regulations will govern for the present work and that detailed information respecting the revised regulations cannot be given until copies are ready for distribution.

EDUCATION DEPARTMENT,
TORONTO, October, 1896.

DEPARTMENTAL REGULATIONS.

PUBLIC SCHOOLS.

Sites and School Houses.

1. The site of every Public School shall admit of easy drainage and shall be accessible by the best highways in the Section. Its area shall not be less than half an acre, and if the School population of the section exceeds seventy-five, the area shall be not less than one acre. The grounds shall be levelled and drained, enclosed by a neat and substantial fence and planted with shade trees. The School house shall be placed at least thirty feet from the public highway.

2. There shall be a well or other means for procuring water, so placed and guarded as to be secure against pollution from surface drainage, or in any other way. Every rural school shall be provided with a woodshed.

3. The closets for the sexes shall be under different roofs. They shall be separated by a high, close board fence, their entrances screened from observation, and locked after school hours. They shall be properly cleansed and disinfected when necessary, and approached by proper walks from the school house so as to be accessible with comfort at all seasons of the year.

4. Where the average attendance of any Section for three years exceeds fifty pupils, a school house with two rooms shall be provided. An additional room and teacher shall be required for each additional fifty pupils in average attendance. Every school house shall afford separate entrances with covered porches and suitable cloak rooms for boys and girls.

5. Every school room shall contain a superficial area of at least twelve square feet, and a cubic content of at least 250 feet for each pupil in average attendance. A uniform temperature throughout the room of at least sixty-seven degrees shall be maintained and provision made for a complete change of atmosphere three times every hour. The windows—both sashes—shall be adjusted by weights and pulleys and provided with suitable blinds. Light, where possible, shall be admitted from the left of the pupil.

Furniture and Equipment.

6. Every school house shall be seated with either double or single desks—single desks being preferred. The desks shall be fastened to the floor in rows facing the teacher's platform, with suitable aisles between the rows and with passages at least three feet wide between the outside rows and the walls of the school room. Desks according to the following scale shall be considered as meeting all legal requirements :

Age of pupils.	Seats.			Desks.			
	Height.		Slope of back.	Length.		Width.	Height next pupil.
	Front.	Rear.		Double.	Single.		
Five to eight years	11 in.	10½ in.	2 in.	36 in.	15 in.	12 in.	22 in.
Eight to ten years	12 "	11½ "	2 "	36 "	18 "	12 "	23 "
Ten to thirteen years	13 "	12½ "	2½ "	36 "	20 "	13 "	24 "
Thirteen to sixteen years	14 "	14½ "	3 "	40 "	22 "	13 "	26 "

7. There shall be one blackboard at least four feet wide, extending across the whole room in rear of the teacher's desk, with its lower edge not more than two and a half feet above the floor or platform; and, when possible, there should be an additional blackboard on each side of the room. At the lower edge of each blackboard there should be a trough five inches wide for holding crayons and brushes.

Note.—The following directions for making a blackboard may be found useful:

(a) Where a brick wall is built solid, and also in case of frame buildings, the part to be used for a blackboard should be lined with boards, and the laths for holding the plaster nailed firmly on the boards.

(b) The plaster for the blackboard should be composed largely of plaster of Paris.

(c) Before and after having received the first coat of color it should be thoroughly polished with fine sand paper.

(d) The coloring matter should be laid on with a wide, flat varnish brush.

(e) The liquid coloring should be made as follows: Dissolve gum shellac in alcohol, four ounces to the quart; the alcohol should be ninety-five per cent. strong; the dissolving process will require at least twelve hours. Fine emery flour with enough chrome green or lampblack to give color, should then be added until the mixture has the consistency of thin paint. It may then be applied, in long, even strokes, up and down, the liquid being kept constantly stirred.

8. Every school shall have at least one globe not less than nine inches in diameter, properly mounted; a map of Canada; a map of Ontario; a map of the World and of the Continents; one or more sets of Tablet lessons of Part I. of the First Reader; a standard Dictionary; a Gazetteer; a numeral frame; a suitable supply of crayons and blackboard brushes; an eight-day clock; shelving for baskets; hooks for caps and cloaks; and two chairs in addition to the teacher's chair.

9. The Trustees shall appoint one of their number or some suitable person to keep the school house and premises and all fences, outhouses, walks, windows, desks, maps, blackboards and stoves in proper repair. They shall also provide for whitewashing walls, and ceilings if finished in plaster, (or for washing if finished in plaster), every year during the summer holidays, and shall employ a caretaker whose duty it shall be to sweep the floors daily, and wash them at least quarterly, and to make fires one hour before the opening of school, from the first of November until the first of May in each year.

10. No Public School house or school grounds, unless otherwise provided for in the conveyance to the trustees, shall be used for any other than Public School purposes without the consent of the trustees, and no advertisements shall be posted in any school room or distributed to the pupils unless approved in the same way.

11. The first Friday in May each year shall in rural school sections and in incorporated villages be devoted to the planting of shade trees, the making of flower beds and otherwise beautifying and improving the school grounds. Songs and recitations designed to cultivate greater interest in trees and flowers and in the study of nature shall form part of the exercises of the day.

Duties of Pupils.

12. Every pupil registered in a Public School shall attend punctually and regularly every day of the School year in which his name is so registered. He shall be neat and cleanly in his person and habits, diligent in his studies, kind and courteous to his fellow-pupils, obedient and respectful to his teacher, and shall submit to such discipline as would be exercised by a kind, firm and judicious parent.

13. Every pupil on returning to school after absence from any cause, shall give orally or in writing to the teacher, a proper reason for his absence. A pupil may retire from school at any hour during the day at the request, either oral or written, of his parent or guardian. A pupil may be suspended who fails or neglects to provide himself with the text books or other supplies required in his course of study, or to pay the fees imposed for such purpose by the trustees.

14. Every pupil shall be responsible to the teacher for his conduct on the School premises or on the way to or from school, except when accompanied by his parents or guardians or by some person appointed by them on their behalf. Any pupil who injures or destroys school property or furniture may be suspended until the property or furniture destroyed or injured is made good by the parent or guardian of such pupil.

School Terms and Organization.

15. Unless otherwise directed by the Trustees, the pupils attending every Public School shall assemble for study at nine o'clock in the forenoon, and shall be dismissed not later than four o'clock in the afternoon. One hour at least shall be allowed for recreation at mid-day, and ten minutes during the forenoon and afternoon terms, but in no case shall the hours of study be less than five hours per day, including the recess in the forenoon and afternoon, provided always the Trustees may reduce the hours of study for pupils in the First and Second Forms.

16. Pupils not registered in a Day School may attend a Night School from the 1st of October until the 31st of March. The hours of study in the Night School shall not exceed two and a half hours per Session. Pupils shall not be admitted to a Night School who are under fourteen years of age or who attend school during the day. Night Schools shall be subject to the same regulations as Public Schools with respect to the discipline of pupils, the duties and qualifications of teachers and the use of text books.

17. The course of study for Public Schools shall be taken up in five Forms as hereinafter set forth, and pupils shall be classified by the teacher with respect to their attainments in all the subjects of the Form to which they are assigned or from which they are to be promoted. Pupils who have passed the High School Entrance examination and such other pupils as are considered qualified by the teacher and Inspector shall be entitled in both rural and urban schools to receive instruction in the subjects of the Fifth Form, provided that, in a municipality having a High School if resident pupils of the First Form are not charged fees it will not be deemed obligatory for the Public School Board to have a Fifth class. The amount of time to be given to any class is to be determined by the teacher, who shall be guided in this matter by the Inspector. Subjects of the course of study marked with an asterisk are optional.

18. An optional subject shall be taken only with the consent of the Trustees and the Inspector, and where the teacher is the holder of a First or Second class Certificate and has passed an examination in the option which he undertakes to teach. The Trustees of any rural school may, by resolution passed at a regular meeting of the Board, require Agriculture to be taught in the Fourth and Fifth Forms of the schools, and in such cases the Inspector shall report to the Trustees at least annually, the extent of the course taken by the pupils and their standing. Not more than three periods of thirty minutes each shall be given per week to the study of all the optional subjects. In urban schools such instruction may be given in domestic economy as the trustees deem expedient.

19. In school sections where the French or the German language prevails, the Trustees may, in addition to the course of study prescribed for public schools, require instruction to be given in Reading, Grammar and Composition to such pupils as are directed by their parents or guardians to study either of these languages, and in all such cases the authorized text books in French or German shall be used. But nothing herein contained shall be construed to mean that any of the text-books prescribed for Public Schools shall be set aside because of the use of the authorized text books in French and German.

Continuation Classes.

20. In schools where instruction for the Primary examinations has been given under former regulations similar to what may be given by the establishment of a Continuation Class in connection with any Public School under the provisions of section 8 of the Public Schools Act, 1896, the Principal of the school shall be deemed qualified so long as he remains Principal of such school. In the case of any subsequent appointment as Principal, the qualifications shall be a First Class Certificate for schools in class (a) hereinafter mentioned.

21. Any grant made by the Legislature for Public School Leaving examinations and Continuation Classes shall be distributed by the Minister of Education among the schools of the three grades hereafter mentioned, viz.: (a) Schools in which the Principal holds a

First Class certificate (unless occupying the position in 1896), and gives regular instruction only to pupils who have passed the High School Entrance Examination (one or more of whom have also passed the Public School Leaving examination) and who are taking the full course required for Primary standing. (b) Schools in which there are two or more teachers and a class in regular attendance of at least ten pupils who have passed the High School Entrance examination (one or more of whom have also passed the Public School Leaving examination) and who are taking the full work required for Primary standing. (c) Schools in which there is a class in regular attendance of at least five pupils who have passed the High School Entrance examination (one or more of whom have also passed the Public School Leaving examination) and who are taking the full course prescribed for Primary standing. Any person holding a Second Class Certificate shall be deemed qualified to conduct the classes in schools under divisions (b) and (c). Before a grant is paid to any school for a Continuation Class the Inspector shall certify to its efficiency, and to the competence of the teachers employed to give the instruction required by the Regulations of the Education Department. Any school receiving a grant under this Regulation shall not receive any additional allowance on account of pupils who may pass the Public School Leaving Examination.

Public School Course of Study.

22. Subject to any instructions issued by the Minister of Education from time to time, the limitations and examination requirements of each Form in the Public School shall be as set forth in Schedule A—Public School Courses of Study.

High School Entrance Examinations.

23. At every High School and Collegiate Institute and such other places as may be recommended by the County Council, examinations to be known as High School Entrance examinations to be conducted on the subjects prescribed for the fourth form of Public Schools, shall be held annually. The County Council may impose a fee not exceeding one dollar upon each county pupil writing at the Entrance examination. Boards of trustees may impose similar fees upon resident and non-resident pupils writing for the Entrance examination at High Schools and Collegiate Institutes.

24. Any person intending to write at this examination shall notify the Inspector in whose district he proposes to write, on or before the 1st day of May. When more examinations than one are held in the same inspectoral division, he shall notify the Inspector of the place at which he desires to be examined. The answer papers of the candidates shall be read by the Board of Examiners constituted under section 38 of the High Schools Act, 1896.

25. The answers of candidates at the Entrance examination shall be appraised according to the following scale, viz.: In Reading, Spelling, Drawing, Writing, 50 each; in Physiology and Temperance, Composition, History, Geography, 100 each; in Grammar and Literature, 150 each; in Arithmetic, 200. Two marks shall be deducted from each misspelled word on the dictation paper, and one mark for every misspelled word in any other paper. Reasonable deductions may also be made for want of neatness.

26. Any candidate who obtains one-third of the marks in each subject and one-half of the aggregate marks shall be considered as having passed the examination. The examiners may also award pass standing to candidates who have not made a bad failure in any subject but who have made a high aggregate above the half required, or whose case on account of age or other circumstances demands special consideration. The decision of the Board of Examiners shall be final with regard to the admission or rejection of any candidate, but the Inspector may submit to the Board for reconsideration the complaint of any candidate or any other person with regard to the examination.

27. In the interval between the annual examinations, pupils may be admitted to a High School by the Minister of Education on the joint report of the Principal of a High School and the Public School Inspector showing the attainments of such pupil, his age, and the reasons for his non-attendance at the Entrance examination prescribed by the Department. No pupil shall be admitted until his case is disposed of by the Minister. The names of such pupils shall be included in the report of the Board of examiners at the next annual examination.

PUBLIC SCHOOL LEAVING EXAMINATIONS.

28. Public School Leaving examinations will be held annually at every High School and Collegiate Institute, and at such other places as may be recommended by the Inspector. A person who wishes to write at the Public School Leaving examination must, before the 24th of May, give the necessary notice to the Inspector on a form to be obtained from him. The answer papers will be examined at the Education Department immediately after the examination is held, and a report of the results will be forwarded to the Inspector, or to the High School Principal, if the examination was held at a High School centre. The Board of Trustees where such examination is held shall pay all the cost of the examination, but will receive from the Inspector half the fees paid by candidates.

29. Candidates at the Public School Leaving examination shall take the following subjects, to be valued as herein mentioned, viz.: Reading, 50; Drawing, Writing with Book-keeping and Commercial Transactions, English Composition, English Literature, History, Geography, Algebra, Geometry, Botany, each 100; English Grammar and Rhetoric, Arithmetic and Mensuration, each 150. Any candidate who obtains one third of the marks in each subject and one-half (67 per cent. for honors), of the aggregate marks shall be considered as having passed the Public School Leaving examination, provided, also, that a candidate who fails on one or more subjects may, if he makes considerably more than fifty per cent. on the total, be awarded a Public School Leaving Certificate. The Board of Examiners for High School Entrance examinations may admit to a High School, candidates who have failed at a Public School Leaving examination, providing they have made one-quarter of the marks on each Entrance examination subject.

HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

ACCOMMODATIONS AND EQUIPMENT.

30. The plans of every High School hereafter erected, and the plans and site of every High School hereafter established, shall be subject to the approval of the Minister of Education. In all High Schools established since July, 1891, or to be hereafter established, there shall be a Principal and at least two assistants. No new High School shall be entitled to receive any grant that does not provide at least the amount fixed by the instructions of the Minister of Education with regard to accommodation and the equipment required as to the maximum in distributing the Legislative grant to schools with two masters.

31. Any High School may be raised to the status of a Collegiate Institute when it is shown to the satisfaction of the Education Department that the trustees have provided: (a) adequate school buildings; (b) equipment of the value and character required as the maximum in the case of High Schools with three or more masters (c) four specialists, viz, one in Classics, one in Mathematics, one in Science, one in Modern Languages including English (one of whom or some other member of the staff being also a commercial specialist and; (d) such other Assistants as will secure thorough instruction in all the subjects of the High School course as far as Senior Matriculation into the University of Toronto. A Collegiate Institute may be reduced to the rank of a High School on the joint report of the High School Inspectors, approved by the Education Department.

32. Every High School that complies with the Regulations of the Education Department shall be entitled to the following grants: (a) a fixed grant of \$375; (b) in respect of school accommodation, a maximum of \$100 in the case of High Schools with two masters and of \$150 in the case of High Schools with three or more masters; (c) in respect of equipment, ten per cent. of the total approved expenditure but so as not to exceed \$110 in the case of High Schools with two masters or \$220 in the case of High Schools with three or more masters; (d) in respect of salaries ten per cent. of the expenditure over \$1,500 but so as not to exceed \$600 in any case (e) such amount *pro rata* in respect of average attendance as may remain unexpended of the grant.]

33. Every Collegiate Institute that complies with the Regulations of the Education Department shall be entitled: (a) to a fixed grant of \$375; (b) to a grant in respect of equipment of \$275; (c) to a grant in respect of school accommodation of \$200; (d) to ten per cent. of the expenditure on salaries over \$1,500 but so as not to exceed \$600; and (e) to a grant on the basis of average attendance out of any unexpended balance of the Legislative grant.

34. In apportioning the Legislative grant on equipment, the maximum recognized in the case of High Schools with two masters shall be as follows: Library, \$300; Physical and Chemical Apparatus, \$300; Maps and Globes, \$50, and Models for Drawing, \$50; Gymnasium, not including equipment, \$400. In the case of Collegiate Institutes and High Schools with three masters the maximum recognized shall be: Library, \$600; Physical and Chemical Apparatus, \$600; Maps and Globes, \$100, and models for Drawing, \$100; Gymnasium, not including equipment, \$800.

35. When the value of the Library has reached the maximum herein recognized, ten per cent. of the annual expenditure by the High School Board on supplemental reading in English Literature will be allowed. The catalogue of the equipment shall be kept by the Principal of the School and shall be accessible to any officer of the Education Department. The instructions of the Minister of Education in the matter of gradings shall be followed in appropriating the grant for buildings and premises. On the report of a High School Inspector, such reductions may be made in the grants payable upon the salaries of the staff, and the character and equipment of the school buildings and their appendages as the Minister of Education may deem expedient.

HIGH SCHOOL ORGANIZATION.

36. In every High School or Collegiate Institute the head teacher shall be called the Principal, and the other teachers Assistants. The authority of the Principal of the High School shall be supreme as to all matters of discipline on the school premises, where the Public and High School occupy the same building. The provisions of the Public Schools Act, 1896, Section 76, and the regulations of the Education Department with respect to the duties of pupils attending a Public School shall apply to teachers and pupils of High Schools.

37. The Principal of a High School or Collegiate Institute shall hold a Principal's Certificate and the Assistants shall hold High School Assistants' Certificates. Special Teachers of Music, Drawing, Drill, Gymnastics and Calisthenics, shall possess qualifications satisfactory to the Minister of Education. If, after due advertisement, a High School Board is unable to obtain a qualified Assistant, a temporary certificate may be granted by the Minister of Education for the current half year to a suitable person on application of the Board.

38. The Principal shall determine the number of pupils to be assigned to each Form and the order in which the subjects in each Form shall be taken up by the pupils. The Principal shall make such promotions from one Form to another as he may deem expedient; he shall also assign the subjects of the course of study among the Assistants.

39. The Course of Study in High Schools shall be taken in four Forms. The subjects marked with an asterisk in Forms I and II are optional; all the other subjects are obligatory. No subjects shall be taken in any Form other than the subjects herein pre-

scribed. All pupils shall take the obligatory subjects in Forms I and II and such other subjects in any of the Forms as may be required for Departmental or other examinations, or as may be chosen by their parents or guardian and the Principal of the School, provided that pupils taking the course for a Commercial Diploma shall be required to take only the subjects of such course. Typewriters may be furnished by the Board of Trustees for the use of the pupils. At the option of the Board of trustees and the Principal, the Art School Drawing Course may be taken in Forms II and III, and Agricultural Chemistry, Physiology and Temperance and Vocal Music may be taken in any Form.

40. Reading shall be taught twice a week during the academic year to all the pupils in each of the sub-divisions of Forms I and II and to the pupils in the other Forms in connection with the English Literature. Writing shall be taught during the first term at least twice a week in the lowest division of Form I, and provision shall be made for additional practice in school hours. Half-hour periods separate from the other subjects shall be allotted to Reading and Writing in the Time Table. Where the average number of pupils in a class exceeds twenty-five, the time devoted to Reading and Writing shall be proportionately extended. On the report of a High School Inspector a deduction from the Legislative grant may, at the discretion of the Minister of Education, be made of \$50 in the case of the non-observance in any High School or Collegiate Institute of any part of this Regulation.

41. In High Schools and Collegiate Institutes having a Gymnasium, Drill, Gymnastics and Calisthenics shall be taught in half-hour periods and in organized classes not less than three times a week in each division of Forms I, II and III, but shall be optional in Form IV: additional time shall be allowed for practice by pupils under efficient supervision. No pupil shall be exempted from the course prescribed, except upon a medical certificate or on account of evident physical disability. During the months of May, June, September, October and November, the Principal may substitute for Drill, etc., not more than twice a week, such sports and games as he may approve of. In High Schools having no Gymnasium, Drill and Calisthenics shall be taught as the weather may permit; and Gymnastics may be omitted.

HIGH SCHOOL COURSE AND STUDY.

42. The details of the courses of study and examination requirements in each Form in High Schools shall be as set forth in Schedule B—High School Courses of Study.

HIGH SCHOOL EXAMINATIONS.

43. An examination will be held annually by the Education Department subject to the conditions hereinafter contained on the High School Course of Study at each High School and Collegiate Institute and at such other centres as may be approved. Candidates intending to write should make application to the Public School Inspector before the 24th of May on a form to be obtained from him. One examination paper will be given in each subject except in the case of Biology of Form IV., in which there shall be two papers, and of Latin, Greek, French and German for Forms III. and IV., in which there shall be two examination papers—one in Authors and Grammar and one in Composition. The papers shall be valued as follows:

Form I.—Reading (oral examination) 50; Drawing, English, Composition, History, Geography, Algebra, Geometry, Botany, Writing with Book-keeping and Commercial Transactions, English Literature, each 100; English Grammar and Rhetoric, Arithmetic and Mensuration, each 150.

Form II.—Part I.—English Grammar and Rhetoric, 200; Arithmetic and Mensuration, 200; History of Great Britain and Canada, 150; Physics, 100. Part II.—English Composition, 100; English Literature, 150; Algebra, 150; Geometry, 100. Optional Subjects.—Latin, Greek, French, German, each 150.

Form III.—English Composition, 100; English Literature, 150; Algebra, 150; Geometry, 125; Ancient History, Physics, Botany, Chemistry, Latin, Greek, French, German, each paper 75.

Form IV.—Part I.—English Composition, 100; English Literature, 150; Algebra, 150; Geometry, 125; Trigonometry, 125; English and Ancient History, 100. Part II.—Physics, 100; Chemistry and Biology, each 75; Latin, Greek, French and German, each paper 75.

Commercial Course.—The examination for Commercial Diploma will be as herein-after defined and as set forth in Schedule B.

HIGH SCHOOL CERTIFICATES.

44. Candidates at High School examinations will be awarded a certificate in the Form, or in Part I. or II. of the Form, as the case may be, (where part of a Form is prescribed as a separate division of their examination) in which they may have passed. The examination in any Form, or in Part I. or II. of any Form, (where a Form is divided for examination purposes) may be taken in such order or at such intervals of one or more years as the candidate may desire. Candidates who fail in any subject in a Form, or in the part of a form prescribed for their examination, shall, if they present themselves again, take the whole examination in such Form, or part of a Form. No candidate shall be required to pass a second time in the Form, or part of a Form, for which he has received a certificate.

45. To obtain Primary standing candidates shall take the Public School Leaving examination as defined for Public Schools, (which shall be that for Form I.), and at the same time or in a different year, both parts of Form II. taken together. To pass the Public School Leaving examination or the examination of Form II., candidates must obtain one-third of the marks assigned to each subject, and 50 (67 for honors) per cent. of the aggregate of marks, provided that in the case of the former a candidate who fails on one or more subjects may, if he makes considerably more than fifty per cent. on the total be awarded a certificate. They may also write on the optional subjects of Form II. The marks obtained on the optional subjects shall be added to the aggregate marks, by way of bonus, provided the candidate receives one-third of the marks assigned to the subject.

46. To obtain Junior Leaving standing, candidates shall take the Public School Leaving examination and Part I. of the Second Form examination, unless they have already passed these examinations, and the following subjects of the Third Form examination, viz:—English Composition, English Literature, Ancient History, Algebra, Geometry, Latin and one of the following groups, viz: (a) French and Greek; or (b) German and Greek; or (c) French, German and Chemistry; or (d) French, Physics, Botany and Chemistry; or (e) German, Physics, Botany and Chemistry. Candidates who obtain one-third of the marks assigned to the subjects in Part I. of the Second Form shall be given a certificate to that effect. A separate certificate will also be given to candidates who pass on the same standard in the subjects of the Third Form, no percentage on the total being required for either of these certificates, but 67 per cent. giving honors in the latter case.

47. To obtain Senior Leaving standing candidates shall take the Public School Leaving examination and Part I. of the Second Form examination, unless they have already passed these examinations; and in addition Part I. of the Fourth Form examination; and of Part II., Form IV., Latin and Physics with one of the following groups, viz:—(a) Greek and French, or (b) Greek and German, or (c) French, Chemistry and Biology, or (d) German, Chemistry and Biology, (e) French and German. Certificates will be given candidates who pass one or both Parts of Form IV. at this examination, the standard for passing being one-third on each paper. No percentage will be required on the total, but 67 per cent. will secure honors when Parts I. and II. are taken together.

Candidates for Senior Leaving standing who hold Junior Leaving Standing are required to take only Part I. of the Fourth Form examination, and the subjects of Part II. of the Fourth Form, hereinbefore mentioned.

48. A candidate for Junior or Senior Leaving standing who has passed Part I. of the Second Form examination, shall be awarded a certificate on application to the Education Department of having passed in Form II., notwithstanding his failure to obtain Junior or Senior Leaving standing, providing such candidate has obtained one-third of the marks at this examination in the subjects of Part II. of the Second Form examination.

49. The standing of the second, third and fourth years in Arts after a regular course in any University in the British Dominions, will be accepted in lieu of the Primary, Junior Leaving and Senior Leaving standing respectively.

50. The course for a Commercial Diploma may be taken in two parts. Both parts may be taken in different years or in the same year, at the option of the candidate. Part I. shall consist of Book-keeping and Writing, 200 marks; Commercial transactions, business forms and usages, 200 marks; Stenography (Theory), 100 marks; Stenography (Dictation), 100 marks. Part II. shall consist of the examination papers in Form II. in Arithmetic and Mensuration, History of Great Britain and Canada, English Composition, English Literature and Algebra. The marks in these subjects shall be the same as in Form II. Candidates shall be required to make one-third of the marks in each subject in each part, and one half of the aggregate of each part to obtain pass standing. Candidates who hold a Certificate of having passed in Form II., or in any Part of a higher Form, shall be required to write only on Part I. of the Commercial Course.

SPECIALISTS' STANDING.

51. Any person who obtains an Honor degree in the department of English and History, Moderns and History, Classics, Mathematics, or Science as specified in the calendars of any University of Ontario and accepted by the Education Department, shall be entitled to the non professional qualification of a Specialist in such department. A graduate who has not taken an Honor Degree in one of the above courses shall be entitled to the non-professional standing of a specialist on submitting to the Department of Education a certificate from the Registrar of the University that he has passed, subsequent to graduation, the examinations prescribed for each year of the Honor course of the department for which he seeks to be recognized as a Specialist, and which he has not already passed in his undergraduate course; or any examination which is recommended by the University as equivalent thereto and accepted as such by the Education Department.

52. Any person who passes an examination in the subjects set forth in Schedule C—course for Commercial Specialists (each subject to be valued at 100), and who is the holder of a High School Assistant's Certificate, obtained either before or after passing such examination, shall be entitled to a Commercial Specialist's Certificate.

EXAMINATION AND OTHER FEES.

53. The fees authorized by the Education Department shall be as follows: Candidates for the Entrance Examination, if so ordered by the Board of Trustees or the County Council, \$1; Public School Leaving, \$2; Commercial diploma, each part, \$2; Second Form examination, Part I., \$2; the whole of Form II., \$5; Third Form Examination, \$5; Fourth Form examination, Parts I. and II., each \$3; taken together, \$5; for candidates for examination in one or more subjects only, for the purpose of completing a course for pass Matriculation into any University or Learned Profession, \$2; Tuition County Model School, when so ordered by the Board of Trustees, \$5; Kindergarten Assistants, \$3; Directors, \$5; Examination Normal School, \$5; Examination Normal College, \$10; Appeals of all kinds, \$2. (Fee to be refunded if the appeal is sustained.)

KINDERGARTENS.

54. No person shall be appointed to take charge of a Kindergarten in which assistant teachers or teachers-in-training are employed, who has not passed the examination prescribed for a Director of Kindergartens ; and no person shall be paid a salary or allowance for teaching under a Director who has not passed the examination prescribed for Directors or assistant teachers. No person shall be admitted to the course of training prescribed for assistants who is not seventeen years of age and who has not Primary standing, or who has not spent at least three years in a High School. Any person who has taken the equivalent of such a course at some other educational institution may, on the recommendation of the Inspector, be admitted to training with the consent of the Minister of Education. No person shall be admitted to the course prescribed for a Director unless such person has obtained an Assistant's certificate.

55. Any person who attends a Kindergarten for one year and passes the examinations prescribed by the Education Department shall be entitled to an Assistant's certificate. The holder of an Assistant's certificate, or the holder of a second class Provincial certificate shall, on attending a Provincial Kindergarten one year and on passing the prescribed examinations, be entitled to a Director's certificate.

56. The examination for Directors shall include Psychology and the General Principles of Froebel's System ; History of Education ; Theory and Practice of the Gifts and Occupations ; Mutter and Kose-Lieder ; Botany and Natural History ; Miscellaneous Topics, including discipline and methods of morning talks, each 100 ; Practical Teaching, 500 ; Bookwork, 400. There shall also be a sessional examination in Music, Drawing and Physical Culture to be reported by the Principal to the Examiners at the final examination. The examination for Assistants shall include the Theory and Practice of the Gifts (two papers) ; Theory and Practice of the Occupations (one paper) ; Miscellaneous Topics, including the general principles of Froebel's system and their application to songs and games, elementary science, morning talks and discipline (one paper), each paper, 100 ; Bookwork, 400. Any Director sending up candidates to the examination for Assistants' certificates shall certify that the Pease-work and Modelling have been satisfactorily completed.

COUNTY AND CITY MODEL SCHOOLS.

57. The Board of Examiners for every County shall, and the trustees of any city, with the approval of the Minister of Education, may set apart at least one Public School for the professional training of third-class teachers. The Principal of such school shall be the holder of a first class certificate from the Education Department and shall have at least three years' experience as a Public School teacher. In every Model School there shall be at least three assistants on the staff who shall be the holders of first or second-class certificates. The County Board of Examiners shall distribute the teachers in training among the County Model Schools as may be deemed expedient.

58. The Model School term shall begin on the second of September and shall close on the fifteenth day of December. During the term the Principal of the Public School to which the Model School is attached shall be relieved of all Public School duties, except the management and supervision of the Public School. The assistants shall give such instruction to the teachers-in-training as may be required by the Principal or by the regulations of the Education Department. There shall be a room for the exclusive use of the teachers-in-training either in the Public School buildings or elsewhere equally convenient.

59. Application for admission to a Model School shall be made to the Inspector not later than the twenty-fifth of August. Any person who has Primary or a higher standing, or who is considered eligible by the Board of Examiners for a District certificate and who will be eighteen years of age before the close of the term, may be admitted as a teacher-in-training. The teachers-in-training shall be subject to the discipline of the Principal, with an appeal in case of dispute to the Chairman of the County Board of Examiners. Boards of Trustees may impose a tuition fee, not exceeding \$5, on each teacher-in training.

60. The course of study in Model Schools shall consist of instruction in School Management, to be valued for examination purposes at 100 ; instruction in the Science of Education, 100 ; instruction in the best methods of teaching all the subjects on the Public School Course of Study, two papers, 100 each ; instruction in the School Law and Regulations so far as they relate to the duties of teachers and pupils ; instruction in School Hygiene, Music and Physical Culture, 50 each ; and such practice in teaching as will cultivate correct methods of presenting subjects to a class and develop the art of school government. The final examination of the Education Department will be limited to School Management, the Science of Education, Methods, School Hygiene, and the School Law and Regulations.

61. The Principal of the School shall submit to the Board of Examiners a report with respect to the standing of every teacher-in-training, having regard to his conduct during the Session, his aptitude as a teacher, his powers of discipline and government in the school room and such other qualities as in the opinion of the Principal are necessary to a successful teacher. The Principal shall also report the standing of each teacher-in-training in the subjects of Hygiene, Music and Physical Culture as determined by at least one Sessional examination. These reports shall be considered by the Board of Examiners at the final examination in estimating the standing of the candidates for a certificate in all cases of doubt.

62. During the last week of the Session, the County Board of Examiners shall require each teacher-in-training to teach in the presence of such members of the Board as may be appointed for that purpose, two lessons of twenty minutes each, one of which will be assigned by the presiding examiner one day before, and the other forty minutes before it is to be taught. Each lesson shall be valued at 100, shall be appraised by different examiners, and shall not be taught in the same Form nor in the same subject. The Board of Examiners shall also submit the candidates to a practical test of their ability to place upon the blackboard with neatness and despatch any exercise for pupils they may deem expedient. The time allowed for such a test shall not exceed ten minutes and the valuation 50

63. Any teacher-in-training having Primary standing who obtains 40 per cent. of the marks assigned to each subject (including practical teaching), and 60 per cent. of the aggregate, shall be awarded a third class certificate valid for three years. At the request of the County Board, and with the permission of the Minister of Education, a certificate for a shorter period and valid only within the jurisdiction of the County Board, to be known as a District certificate, may be awarded to teachers-in-training who obtain a lower percentage, or to such other persons whose non-professional standing would entitle them only to District certificates. The Board may reject any candidate whose scholarship appears to be defective. The decision of the Board with respect to the examination shall be final.

DISTRICT MODEL SCHOOLS

64. The Minister of Education may set apart two Public Schools in each of the Districts of Thunder Bay, Algoma, Parry Sound and Nipissing as Model Schools for candidates for District certificates. No school shall rank as a District Model School unless the teaching staff consists of at least three teachers, viz : a Principal holding a first class certificate, and at least one of his assistants holding a second class certificate. Teachers-in-training at District Schools shall take the course of study and the final examinations prescribed for Public School Leaving examinations. Candidates for teachers' certificates at the District Model School Examinations shall be at least eighteen years of age, and shall take such a course of professional training in the subjects prescribed for County Model Schools as the Inspector of the District may direct.

65. In cities and counties where the French or German language prevails, the Board of Examiners, with the approval of the Education Department, may establish a Model School for the training of teachers of French or German origin ; such schools shall hold one term each year, viz. : from the first of September to the first of July. The course of

study shall be the non-professional course required for a Public School Leaving certificate and the professional course required for a County Model School. The examination in English shall be conducted on the papers prescribed for the Public School Leaving certificate. The examination in French or German shall be limited to Reading, Grammar and Composition, and may be both oral and written. The papers in French and German shall be prepared by the Board of Examiners. The Board may submit the teachers-in-training to such an examination on the professional course as it deems expedient.

PROVINCIAL NORMAL AND MODEL SCHOOLS.

66. There shall be two Sessions of the Normal School each year ; the first Session shall open on the third Tuesday in January, and the second Session on the third Tuesday in August. The Sessions shall close in June and December at such dates as may be determined by the Minister of Education. Any teacher who has at least Junior Leaving standing, and who has taught a Public School successfully for one year, or who, after passing the County Model School Examination, has taught under the supervision of the Inspector of a city having a city model School, six months thereafter, may be admitted as a Normal School student.

67. Before being registered, every student admitted to a Normal School shall be examined, in writing or orally, by the Normal School masters upon the books prescribed for the calendar year as the reading course for teachers. Any teacher may be refused registration whose examination does not show a thorough acquaintance with such reading course. The course of study after admission shall be limited and valued for examination purposes as follows :—Psychology and Science of Education, 200 ; History of Education and School Management, each 150 ; Methods of Teaching (four papers), each paper 100 ; Practice Teaching in the Model School, 400.

68. The Principal of the Normal School shall be responsible for the discipline and management of the teachers-in-training. He shall prescribe the duties of the staff, subject to the approval of the Minister of Education ; he shall cause Sessional examinations to be held in Temperance, Agriculture, Reading, Writing, Drawing, Music and Physical Culture, each valued at 50 marks, and shall keep a record of the same. The staff shall carry out the instructions of the Principal with regard to discipline, management, methods of study and all matters affecting the efficiency of the Normal School and the progress of the teachers-in-training.

69. Teachers-in-training shall attend regularly and punctually throughout the Session and shall submit to such discipline and direction as may be prescribed by the Principal. They shall lodge and board at such houses only as are approved by the Principal. Ladies and gentlemen shall not board at the same house and shall have no communication with one another except by permission of the Principal or one of the masters.

70. Teachers-in training, shall take a written examination towards the end of each session, to be conducted by the staff, covering every subject on the course of study. The standing of candidates at this examination shall be added to the marks prescribed for the final examination. At the close of each session candidates shall submit to a written examination conducted by the Education Department. The examiners shall have power to reject any candidate who shows deficiency of scholarship.

71. An examination in practical teaching to be conducted according to the instructions of the Minister of Education shall be required of every teacher-in-training. This examination shall be valued at 200 marks. Any candidate who obtains 34 per cent. of the marks in each subject of the written examinations (the Sessional and final written examination being taken jointly), and 34 per cent. of the marks in teaching (the report of the staff and the report of the special examiners being taken jointly) and 50 per cent. of the aggregate marks, shall be entitled to pass standing. Candidates making 75 per cent. of the aggregate marks shall be awarded honors.

72. The terms of the Provincial Model School shall correspond with the Public School terms in cities. The hours of study shall be from 9.30 a.m. to 12 a.m., and 1.30

p.m. to 3.30 p.m. The regulations of the Education Department with regard to pupils and teachers in Public Schools shall apply to the teaching staff and to pupils of the Model School, subject to any modifications that may be made by the Minister of Education from time to time.

73. The Head Master and Head Mistress of each Model School and the Director of the Provincial Kindergarten shall act under the direction of the Principal of the Normal School to which their respective departments are attached, and shall be responsible to him for the order, discipline and progress of the pupils, and for the accuracy and usefulness of the lessons conducted by the teachers-in-training. All members of the teaching staff shall report themselves for duty to the Principal of the Normal School not later than one day before the re-opening of the school after the Easter, Mid-Summer and Christmas vacations.

ONTARIO NORMAL COLLEGE.

74. The Ontario Normal College shall open each year on the 1st of October and close on the 31st of May. Any person who has Senior Leaving standing or who is a graduate in Arts of any university in the British Dominions, and who will be eighteen years of age before the close of the College year, may be admitted as a teacher-in-training on application to the Minister of Education on or before the 15th of September.

75. The Course of Study shall consist of lectures on Psychology, the History of Educational systems, the Science of Education, the best methods of teaching each subject in the High School course of study; School Management; instruction in Reading, School Hygiene, Writing, Drawing, Stenography, Physical Culture; practice teaching; and such other subjects as may be prescribed by the Minister of Education. The marks allowed for examination purposes shall be as follows: Psychology and Science of Education, each 200; History of Education, School Management, Methods in English, in Mathematics, in Science, in Classics, and in French and German, each 150.

76. Teachers-in-training shall lodge in such houses only as are approved by the Principal; ladies and gentlemen shall not board in the same house nor shall they mingle together in the class-rooms or in the halls of the Normal College. They shall attend regularly and punctually upon lectures and shall submit to the rules of the College with regard to discipline, or any other matter required by the Principal, and shall undertake such practice teaching as may be prescribed by the Minister of Education.

77. The Principal shall be responsible for the organization and management of the College and for the discipline of the teachers-in-training. He shall prescribe the duties of his staff, and shall from time to time be present at their instruction and at the practice teaching of the teachers-in-training. He shall report the sessional examinations to the Education Department on the forms prescribed by the Minister of Education, and shall make in addition such observations with respect to the conduct of each teacher-in-training and his aptitude as a teacher as he may deem expedient.

78. Each Lecturer shall explain and illustrate the best method of dealing with each branch of his department as it should be taught in the different Forms of a High or Public School, and shall, as far as possible, explain and justify his methods on scientific principles, giving model lessons for classes in different stages of advancement. He shall keep a record of the practice teaching of each teacher-in-training, and shall report to the Principal from time to time any breach of discipline or any irregularity on the part of the teachers-in-training or any other matter that comes to his notice which may affect the work of the College.

79. Teachers-in-training shall take two written examinations during the Session, viz., one in December and the other in March, and such oral examinations as may be considered necessary for testing their knowledge of methods and their teaching ability. These examinations shall be conducted by the staff of the College; the number of papers at the sessional examinations and the value of the marks in each subject shall be the same as are prescribed for the final written examination. No teacher-in-training shall

be recommended to pass by the Examiners who has made less than 34 per cent. of the marks at the sessional examinations (fifty marks being the maximum for each) in Reading, Writing, Drawing, or Physical Culture. Any candidate who obtains 34 per cent. of the marks in each subject of the examinations (the sessional and final written examinations, being taken jointly), and 50 per cent. of the aggregate marks, shall be entitled to pass standing. Candidates making 75 per cent. of the aggregate marks shall be awarded honors.

80. At the end of May in each year the teachers-in-training shall submit to an examination conducted by the Education Department. Any candidate who obtains the required standing in Psychology, the Science of Education, the History of Education, School Management, Methods in Mathematics, Methods in English, Methods in Latin, Methods in Elementary Science (the Primary course in Botany and Physics) and Methods in one of the following groups, viz : (a) Greek, or (b) French and German, or (c) Chemistry, Physics and Biology, shall be entitled to a Normal College Interim certificate. The holder of a Specialist's non-professional certificate in any of the courses recognized by the Education Department, who passes the final examination (including methods in the subjects of his non-professional certificate) shall be entitled to a Normal College Interim Specialist's certificate in the subjects of his non-professional Specialist's course.

THE EDUCATIONAL COUNCIL.

81. The Educational Council authorized by The Education Department Act, 1896, to conduct Departmental examinations, shall hold its first meeting each year as may be fixed by the Minister of Education and shall organize by electing as chairman one of its members. Subsequent meetings of the Council shall be held from time to time as may be determined by the Council.

82. The Council shall appoint examiners of well known ability as teachers either in a University or High School, to prepare examination papers for the examinations, of the pupils in the second, third and fourth forms of High Schools and Collegiate Institutes, and such other examinations as may be transferred to the Council with the approval of the Education Department. The Council shall also appoint examiners of well known experience as Inspectors or teachers, (from lists to be submitted by the Minister of Education) to prepare examination papers at all other departmental examinations.

83. For the purpose of reading the answer papers of candidates at the Examinations of Forms II., III and IV., the Council shall appoint, as associate examiners, graduates of any of the Universities in the British Dominions or specialists according to the regulations of the Education Department actually engaged in teaching. For the purpose of reading the answer papers of candidates of other examinations the Council shall appoint as associate examiners, persons holding First Class certificates (in the case of Kindergarten examinations, teachers specially qualified) in actual service. The lists from which such selection is made shall be furnished by the Minister of Education and shall in each case contain, if required by the Council, the names of at least twice the number of associate examiners to be appointed. The number of examiners appointed by the Council for each examination shall be subject to the instructions of the Minister of Education from time to time.

84. All communications or references requiring the attention of the Council shall be addressed to the Education Department. The Registrar of the Council shall submit for consideration all matters referred by the Minister of Education. The Council shall report promptly to the Minister of Education all matters that require any action by the Education Department or any of its officers. The Council shall appoint an executive committee. The Education Department shall appoint a Chairman of the Board of Examiners who shall exercise such supervision over the examinations as the Council may order. Candidates may have their papers re-examined on placing an appeal to that effect in the hands of the Minister of Education within 20 days after the publication of the results of the examination.

TEACHERS' CERTIFICATES.

85. The Minister of Education may issue certificates on the report of the Educational Council or the Education Department, as follows, viz, any person who attends a Public Kindergarten for one year and passes the prescribed examination shall be entitled to an Assistant's certificate; any person who has obtained an Assistant's certificate and who has attended a Provincial Kindergarten one year and passes the prescribed examinations shall be entitled to a Director's certificate. Any person who attends a Normal School one term and who passes the prescribed examinations shall be entitled to a Second Class Public School certificate. Any person who has passed the final examinations of the Normal College shall be entitled to a Normal College Interim certificate.

86. A Normal College Interim certificate shall entitle the holder, if under 21 year of age, to teach in a Public School only, and if over 21 years, to teach in a Public or High School. After two years' successful experience as teachers, the holders of such certificates shall, on the report of the Inspector concerned, be entitled to a permanent certificate as a First Class Public School teacher or as a High School assistant, ordinary or specialist, according to the class of school in which the experience was acquired. Normal College Interim certificates may be extended from year to year on the report of a Public or High School Inspector. Any graduate in Arts in any University in the British Dominions, who holds a High School Assistant's certificate, and who, as shown by the report of the High School Inspector, has taught successfully three years (two of which at least were spent in a High School), shall be entitled to a certificate as Principal of a High School or Collegiate Institute.

87. A third class certificate shall be valid for the full period of three years from the date thereof; and may on expiration be renewed by any Board of Examiners for any period not exceeding three years on the following conditions, viz:—(a) where the applicant has re-passed the Form II. examination or holds any other non professional certificate of a higher grade. (b) where the applicant attempted such examination and obtained a standing acceptable to the Board. (c) Where the applicant has re-passed the County Model School examination. The certificate of any teacher who has not taught the full period of three years for which his certificate was granted may be extended by the County Board for any time lost by sickness or any other cause. In all cases the report of the inspector with respect to the efficiency of the applicant as a teacher must be satisfactory. All renewals shall be issued with the authority of the Board, and shall be limited to the jurisdiction of the Board of Examiners granting the same.

88. In case it appears that a duly qualified teacher is not available, and that it is in the public interest that a teacher should be temporarily retained in any school, the Minister of Education may on the report of the Inspector extend a third class certificate for one year, such certificate to be valid only under the Board of Trustees applying for the same. With the consent of the Minister of Education, a temporary certificate may be given by the inspector to any person of suitable character and attainments where a qualified teacher is not available.

PUBLIC SCHOOL INSPECTORS AND DUTIES OF INSPECTORS GENERALLY.

89. Any person with five years' successful experience as a teacher of which at least three years shall have been in a Public School; who holds either Specialist's non-professional standing obtained on a University examination, or a Degree of Arts from any University in Ontario with first class graduation honors in one or more of the other recognized departments in such University; and who has passed the examinations of the Ontario Normal College for a Specialist's certificate, shall be entitled to a certificate as an Inspector of Public Schools.

90. Every inspector, of any class of schools conducted under the Education Department, while officially visiting a school, shall have supreme authority in the school, and may direct teachers and pupils in regard to any or all of the exercises of the school.

room. He shall by personal examination or otherwise as he may be directed by the Minister of Education, ascertain the character of the teaching in the schools which he is authorized to visit; and shall make enquiry and examination, in such manner as he may think proper, into the efficiency of the staff, the accommodation and equipment of the school, and all matters affecting the health and comfort of the pupils. He shall report to the Minister of Education any violation of the Schools Act or the Regulations of the Education Department in reference to the class of schools for which he is inspector.

TEACHERS' INSTITUTES.

91. Every Teachers' Institute shall have one meeting each year on a Friday and Saturday to be named by the Management Committee. The County Council may allow Thursday to be taken also if considered expedient. The Institute shall hold two sittings per day, of three hours each, for at least two days, and one evening sitting. All questions and discussions foreign to the teachers' work shall be avoided. The officers of the Institute shall be a President, Vice-President and Secretary-Treasurer. There shall be a Management Committee of five persons, to be appointed by the members of the Institute. The officers and the Management Committee shall be elected annually.

92. The Inspector shall furnish the Secretary of the Institute with a list of the teachers in his County or inspectoral division. Every Public School teacher shall attend continuously all the sessions of the Institute of his County or inspectoral division and answer to the calling of the roll at the opening and closing of each session. A report of the sessions attended by each teacher shall be sent by the Secretary to the Board of Trustees employing such teacher.

TEACHERS' READING COURSE.

93. The Minister of Education may prescribe a Course of Reading for the teachers of Public Schools. The Course shall extend over three years and certificates for reading more than three books in one year shall not be granted by the Inspector. For the purposes of the Course the year shall correspond with the calendar year. A teacher may enter on the Course by taking any of the books prescribed for the year. The list of books for each year will be announced by the Education Department.

94. Any teacher who desires a certificate of having taken the Public School Teachers' Reading Course shall make a synopsis of not less than ten or more than fifteen pages of each book read, and shall transmit the same to the Inspector of his district on or before the 30th of June in each year. Such synopsis shall be accompanied by a fee of twenty five cents and a declaration that the books prescribed for the year were read and that the synopsis submitted was prepared without assistance by the person signing the same.

95. The Management Committee of each Teachers' Institute shall appoint two persons, who with the Inspector shall form a Committee for determining whether the synopsis made by the teacher desiring a certificate indicates that the books have been read intelligently. The Inspector shall issue a certificate for each book so read, on the form prescribed by the Minister of Education to every teacher whose synopsis has been found satisfactory. If a teacher is unable to read all the books prescribed for the year or if his synopsis of any book has been rejected, he may substitute the books of the next year for those omitted or rejected.

96. Any teacher who submits to the Education Department certificates showing that he has satisfactorily read nine of the books prescribed, shall be entitled to receive from the Minister of Education a Diploma certifying to the completion of one full reading course covering three years. Additional Diplomas shall be awarded to teachers who complete additional courses of three years.

RELIGIOUS INSTRUCTION.

97. Every Public and High School shall be opened with the Lord's Prayer and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorized by the Department of Education. When a teacher claims to have conscientious scruples in regard to opening or closing the school as herein prescribed, he shall notify the Trustees to that effect in writing; and it shall be the duty of the Trustees to make such provision in the premises as they may deem expedient.

98. The Scriptures shall be read daily and systematically, without comment or explanation; the portions used may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, as the Trustees, by resolution, may direct. Trustees may also order the reading of the Bible or the authorized Scripture Selections by both pupils and teachers at the opening and closing of the school, and the repeating of the Ten Commandments at least once a week.

99. No pupil shall be required to take part in any religious exercise objected to by his parents or guardians, and in order to the observance of this regulation, the teacher, before commencing a religious exercise, is to allow a short interval to elapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire. If in virtue of the right to be absent from the religious exercises, any pupil does not enter the school room till the close of the time allowed for religious instruction, such absence shall not be treated as an offence against the rules of the school.

100. The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school house, at least once a week, after the hour of closing the school in the afternoon; and if the clergy of more than one denomination apply to give religious instruction in the same school house, the Board of Trustees shall decide on what day of the week the school house shall be at the disposal of the clergymen of each denomination, at the time above stated. But it shall be lawful for the Board of Trustees to allow a clergyman of any denomination, or his authorized representative, to give religious instruction to the pupils of his own church providing it be not during the regular hours of the school. Emblems of a denominational character shall not be exhibited in a Public School during regular school hours.

GRANTS TO WEAK SCHOOLS.

101. Where on the report of the Inspector or on other satisfactory evidence it appears that any school section is so limited in area, or is so remote from market or railway accommodation, or has suffered from any exceptional cause as to clearly establish the inability of the ratepayers to bear the ordinary burdens of taxation for school purposes, the Minister of Education may appropriate to such section out of the grant to Poor Schools such sum of money from year to year as he may deem expedient.

102. The Inspector shall submit to the County Council at the regular meeting thereof in January or June of each year, a list of the schools in his Inspectoral Division where the assessment for school purposes is insufficient for the proper maintenance of the school, and shall indicate in each case any special reason why the statutory grants for school purposes should be supplemented by the County Council.

103. All schools receiving special grants, either from Township or County Councils shall receive from the Poor School Fund voted by the Legislature the equivalent of such special grant, provided the sum voted by the Legislature is sufficient. When the Legislative grant is not sufficient to admit of paying the equivalent of the County or Township grant, then such grant shall be made *pro rata*. Any portion of the Poor School Fund remaining after such payments are made may be distributed among other weak schools on the report of the Inspector.

SUPERANNUATED TEACHERS.

104. Any subscriber to the fund for superannuated teachers who fails or neglects to pay the annual subscription of \$4 on or before the 31st of December in any year, shall be required to pay for such year the sum of \$5. In the case of persons under sixty years of age who have been placed upon the superannuated list, proof of disability for professional service shall be furnished annually to the Department. Should it appear that any superannuated teacher under sixty years of age is capable of resuming his profession, the allowance shall in the meantime be withdrawn. No allowance shall be paid unless satisfactory evidence of good moral character is furnished the Education Department annually, or when required.

TEXT BOOKS.

105. The copyright of every authorized text book shall, where possible, be vested in the Education Department. The publisher of an authorized text book shall submit to the Minister of Education a sample copy of every edition for approval, and no edition of any text book shall be considered as approved unless a certificate to that effect, in writing, has been issued by the Minister of Education.

106. Before any authorized text book is placed on the market, the publisher thereof shall execute such agreements and give such security for the publication of such book as may be required by the Minister of Education. Any authorized text book shall be subject at every stage of its manufacture to the inspection and approval of the Education Department as regards printing, binding and paper, and may be removed from the list of authorized text books in case the publisher fails to comply with the regulations of the Education Department.

107. Every authorized text book shall bear the imprint of the publisher, and shall show upon the cover the authorized retail price. No part of an authorized text book shall be used for advertising purposes, and no change shall be made in the letter press, press, binding or paper of any authorized text book without the consent of the Minister of Education. Books recommended as reference books shall not be used as text books by the pupils and any teacher who permits such books, or any other book not authorized as a text book for the Public Schools, to be used as such, shall be liable to such penalties as are imposed by the School Act.

GENERAL DIRECTIONS TO TRUSTEES.

108. The notice calling an annual or special meeting should be signed by the Secretary or by a majority of the Trustees. Any ratepayer may call the meeting to order and nominate a chairman as soon as the hour appointed arrives. The business of all school meetings should be conducted according to the following rules of order:—

(1) *Addressing Chairman.*—Every elector shall rise previously to speaking, and address himself to the chairman.

(2) *Order of speaking.*—When two or more electors arise at once, the chairman shall name the elector who shall speak first, when the other elector or electors shall next have the right to address the meeting in the order named by the chairman.

(3) *Motion to be read.*—Any elector may require the question or motion under discussion to be read for his information at any time, but not so as to interrupt an elector who may be speaking.

(4) *Speaking twice.*—No elector shall speak more than twice on the same question or amendment without leave of the meeting, except in explanation of something which may have been misunderstood, or until every one choosing to speak shall have spoken.

(5) *Protest.*—No protest against an election, or other proceedings of the school meeting, shall be received by the chairman. All protests must be sent to the Inspector within twenty days at least after the meeting.

(6) *Adjournment.*—A motion to adjourn a school meeting shall always be in order, provided that no second motion to the same effect shall be made until after some intermediate proceedings shall have been had.

(7) *Motion to be in writing and seconded.*—A motion cannot be put from the chair, or debated, unless the same be seconded. If required by the chairman, all motions must be reduced to writing.

(8) *Withdrawal of a motion.*—After a motion has been announced or read by the chairman, it shall be deemed to be in possession of the meeting; but may be withdrawn at any time before decision, by the consent of the meeting.

(9) *Kind of motions to be received.*—When a motion is under debate no other motion shall be received, unless to amend it, or to postpone it, or for adjournment.

(10) *Order of putting motion.*—All questions shall be put in the reverse order in which they are moved. Amendments shall be put before the main motion; the last amendment first, and so on.

(11) *Reconsidering motion.*—A motion to reconsider a vote may be made by any elector at the same meeting; but no vote of reconsideration shall be taken more than once on the same question at the same meeting.

(12) *Minutes.*—At the close of every annual or special meeting the chairman should sign the minutes, and send forthwith to the Inspector a copy of the same signed by himself and the Secretary.

(13) *Legal Trustee.*—Every Trustee declared elected by the Chairman of the school meeting is a legal Trustee until his election is set aside by proper authority.

(14) *Use of Seal.*—The seal of the school corporation should not be affixed to letters or notices, but only to contracts, agreements, deeds, or other papers, which are designed to bind the Trustees as a corporation for the payment of money, or the performance of any specified act, duty or thing.

INSTRUCTIONS AND REGULATIONS.

109. Instructions may be issued by the Minister of Education from time to time to Inspectors or other officers in carrying out the provisions of these Regulations.

110. All former Regulations of the Education Department are repealed, subject to such provisions for the years 1896 and 1897 as are contained in the Circular of Instructions issued by the Minister of Education on the date of the adoption of these Regulations.

SCHEDULE A.—PUBLIC SCHOOL COURSES OF STUDY.

Form I.

Reading.—The use of the Tablets and Parts I. and II. of the First Reader.

Spelling.—Spelling from dictation and orally.

Writing.—Writing from blackboard copies.

Geography.—Conversations respecting the earth; its divisions of land and water; its plants and animals; explanation of any reference to places in the reading lessons.

English Language.—Oral exercises in language; correction of mistakes in conversation.

Arithmetic.—Notation and numeration to 1,000; addition and subtraction; mental arithmetic.

Drawing.—The exercises in First Reader and blackboard exercises.

Music.—Rote singing.

Form II.

Reading.—The Second Reader ; easy questions on the literature of every lesson.

Spelling.—Oral spelling, and dictation on slates and paper ; blackboard exercises.

Writing.—Copy Books Nos. 1 and 2.

Geography.—Local geography and elementary definitions ; map of the world ; map geography of all places referred to in reading lessons.

English Language.—Oral and written exercises in language and composition ; correction of mistakes in conversation.

Arithmetic.—Notation and numeration to 1,000,000 ; multiplication and division ; mental arithmetic.

Physiology and Temperance.—Conversation on temperance, the use of alcoholic stimulants, and the laws of health.

Drawing.—Authorized Drawing Course, Nos. 1 and 2.

Music.—Rote singing, continued ; easy notation.

Form III

Reading.—The Third Reader ; literature of every lesson.

Spelling.—Course in Form II. continued.

Writing.—Copy Books Nos. 3 and 4.

Geography.—Definitions ; general geography of the Dominion of Canada ; North and South America ; Ontario more particularly ; map drawing.

Grammar and Composition.—Classes of words and their inflections ; simple analysis ; descriptive and letter writing.

History.—Conversations on British and Canadian History ; local history.

Arithmetic.—Reduction ; compound rules ; bills and accounts ; averages and aggregates ; sharing and measurements ; mental arithmetic.

Physiology and Temperance.—Conversations on temperance ; the physical effects of intoxicating liquors ; importance of exercise.

Drawing.—Authorized Drawing Course, Nos. 3 and 4.

Music.—Easy exercises in musical notation ; songs.

Form IV.

Reading.—The Fourth Reader ; the literature of every lesson.

Spelling.—Systematic orthography and orthoepy.

Writing.—Copy Books Nos. 5. and 6.

Geography.—Geography of Canada and the British Empire ; the continents ; map drawing.

Grammar and Composition.—Elements of formal grammar, analysis and composition. Descriptive, narrative and letter writing.

History.—Leading events in Canadian and British History, with special attention to Canadian History since 1841.

Arithmetic.—Measures, multiples, fractions, percentage, interest, mental arithmetic.

Physiology and Temperance.—Digestion, respiration, the circulation of the blood, and the nervous system. The effects of alcohol and narcotics.

Drawing.—Authorized Drawing Course Nos. 5 and 6

Music.—Course in Form IV., continued.

Form V.

Reading.—Practice in oral reading continued.

English Grammar and Rhetoric.—Etymology and Syntax, including the inflection, classification, and elementary analysis of words and the logical structure of the sentence ; rhetorical structure of a sentence and paragraph ; exercises chiefly on passages from authors not prescribed.

English Composition.—Essays on familiar subjects ; familiar letters.

English Poetical Literature.—Intelligent and appreciative comprehension of the prescribed texts ; memorization of the finest passages ; supplementary reading from authors prescribed by the teacher ; oral reading of the texts. The examination in literature will consist of "sight work" as well as of questions on the prescribed texts.

History.—The History of Canada ; British History.

Geography.—The building up of the earth ; its land surface ; the ocean ; comparison of continents as to physical features, natural products, and inhabitants ; relations of physical conditions to animal and vegetable products, and of natural products and geographical condition to the occupations of the people and national progress. Form, size, and motions of the earth ; lines drawn on the map, with reasons for their position ; relations of the positions of the earth with respect to the sun, to light and temperature ; the air ; its movements ; causes affecting climate. Natural and manufactured products of the countries of the world, with their exports and imports ; transcontinental commercial highways and their relation to centres of population ; internal commercial highways of Canada and the chief internal commercial highways of the United States ; commercial relations of Great Britain and her colonies. Forms of governments in the countries of the world and their relation to civilization.

Arithmetic and Mensuration.—Proofs of elementary rules in arithmetic ; fractions (theory and proofs) ; commercial arithmetic ; mental arithmetic ; mensuration of rectilinear figures.

Algebra.—Elementary rules ; highest common measure ; lowest common multiple ; fractions begun.

Geometry.—Euclid, Book I., propositions 1-26 ; easy deductions.

Drawing.—Object and model drawing ; High School Drawing Course, Books Nos. 1 and 2.

Bookkeeping.—Bookkeeping by single and double entry ; commercial forms, such as drafts, notes and cheques ; general business transactions. The bookkeeping shall be specially suitable for farmers and artisans or for retail merchants and general traders.

**Botany.*—The practical study of representatives of the following natural orders of flowering plants : Ranunculaceæ, Cruciferae, Malvaceæ, Leguminosæ, Rosaceæ, Sapindaceæ, Umbelliferae, Compositæ, Labiatae, Oupuliferae, Araceæ, Liliacæ, Iridaceæ, Coniferae, and Gramineæ, (types contained in text book) Drawing and description of plants, and their classification. Comparison of different organs, morphology of root, stem, leaves and hairs, parts of the flowers, germination, reproduction of flowering plants, pollination, fertilization, and the nature of fruits and seeds. In the examination a plant belonging to one of the above mentioned orders to be selected by the presiding examiner shall be submitted to the candidates for description and classification.

**Agriculture.*—The course in the authorized text book.

**Latin and Greek.*—The Elementary Latin Book, Grammar, Composition and sight reading. The Beginner's Greek Book begun.

**French and German.*—Grammar, Composition and sight reading.

SCHEDULE B.—HIGH SCHOOL COURSES OF STUDY.

FORM I.

Reading.—Practice in Oral Reading.

English Grammar and Rhetoric.—Etymology and Syntax, including the inflection, classification, and elementary analysis of words and the logical structure of the sentence; rhetorical structure of the sentence and paragraph; exercises chiefly on passages from authors not prescribed.

English Composition.—Essays on familiar subjects; familiar letters.

English Poetical Literature.—Intelligent and appreciative comprehension of the prescribed texts; memorization of the finest passages; Supplementary Reading from authors provided in the High School library or supplied by pupils under the authority of the High School Board; oral reading of the texts. The examination will consist of "sight" work as well as of questions on the prescribed texts.

History.—The History of Canada; British History.

Geography.—The building up of the earth; its land surface; the ocean; comparison of continents as to physical features; natural products and inhabitants; relations of physical conditions to animal and vegetable products and of natural products and geographical condition to the occupations of the people and national progress. Form, size and motions of the earth, lines drawn on the map, with reasons for their position; relation of the positions of the earth with respect to the sun, to light and temperature; the air; its movements; causes affecting climate. Natural and manufactured products of the countries of the world with their exports and imports; transcontinental commercial highways and their relation to centres of population; internal commercial highways of Canada and the chief internal commercial highways of the United States; commercial relations of Great Britain and her colonies. Forms of governments in the countries of the world and their relation to civilization.

Arithmetic and Mensuration.—Proofs of elementary rules in Arithmetic; Fractions (theory and proofs); Commercial Arithmetic; Mental Arithmetic; Mensuration of rectilinear figures.

Algebra.—Elementary rules; Highest Common Measure; Lowest Common Multiple; Fractions begun.

Geometry.—Euclid, Book I., propositions 1-26; easy deductions.

Drawing.—Object and Model Drawing, High School Drawing Course Books 1 and 2; *Perspective Drawing, Book 3.

**Bookkeeping.*—Bookkeeping by single and double entry; commercial forms, such as drafts, notes and cheques; general business transactions. The bookkeeping shall be specially suitable for farmers and artisans or for retail merchants and general traders.

**Stenography.*—The elements of Pitman's system.

**Latin and Greek.*—The Elementary Latin Book, grammar, composition and sight reading. The Beginners' Greek Book begun.

**French and German.*—Grammar, composition, conversation, dictation and sight reading.

**Botany.*—The practical study of representatives of the following natural orders of flowering plants: Ranunculaceæ, Cruciferae, Malvaceæ, Leguminosæ, Rosaceæ, Sapindaceæ, Umbelliferae, Compositæ, Labiatae, Cupuliferae, Araceæ, Liliaceæ, Iridaceæ, Coniferae and Gramineæ (types contained in text-book). Drawing and description of plants and their classification. Comparison of different organs, morphology of root, stem, leaves and hairs, parts of the flowers, germination, reproduction of flowering plants, pollination, fertilization, and the nature of fruits and seeds. At the examination in botany a plant belonging to one of the prescribed orders, to be selected by the presiding examiner, will be submitted to the candidates for description and classification.

FORM II.

Reading.—The course in Form I. continued.

English Grammar and Rhetoric.—The course in Form I. continued, with the main facts in the development of the language.

English Composition.—The course in Form I. continued. For examination purposes an essay of about three pages of foolscap on one of the themes prescribed by the examiners will be required. The penmanship, spelling, punctuation, construction of sentences, the logical arrangement of the thought, the literary accuracy and aptness of the language and the general plan or scope of the whole essay will be especially considered by the examiners.

English Poetical Literature.—The course in Form I. continued, with the prescribed texts. At the examination every candidate will be tested as to his familiarity with, and intelligent comprehension of the prescribed texts and as to his knowledge from memory of the finest passages in prose and poetry. His ability to interpret literature for himself and his knowledge of English Literature generally will be tested by questions on a "sight" passage not contained in the text prescribed.

History.—Great Britain and Canada from 1763 to 1871, with the outlines of the preceding periods of British History. The Geography relating to the History prescribed.

Arithmetic and Mensuration.—Course in Arithmetic in Form I. reviewed and completed. Mensuration; right parallelepipeds, pyramids and prisms; the circle, sphere, cylinder and cone.

Algebra.—The course in Form I. reviewed and completed, with simple equations of one, two and three unknown quantities; simple problems.

Geometry.—Euclid; Book I.; deductions.

**Latin and Greek.*—The course in Latin in Form I. continued, with the prescribed author. The Beginner's Greek Book, to page 301; sight translation. In Latin and Greek Grammar the examination questions in this Form shall be based mainly on prose passages. The sentences for translation into Latin and Greek shall be the same in idiom and vocabulary as in the text books; The sentences for translation into English shall consist of "sight" work and shall be of the same character as the sentences in the text-books.

**French and German.*—The course in Form I. continued, with the Reader. In French and German Grammar the examination in Form II. shall be based mainly on prose passages; the sentences for translation into French or German shall be the same in idiom and vocabulary as in the authorized text books; the sentences for translation into English shall consist of "sight" work and shall be of the same character as the sentences in the authorized text books.

**Physics.*—An experimental course defined as follows:—Metric system of weights and measures. Use of the balance. Phenomena of gravitation. Matter attracts matter. Laws of attraction. Cavendish experiment. Attraction independent of condition. Illustration of weight of gases, liquids and solids. Specific gravity. Meaning of the term "a form of matter." All matter may be subjected to transmutation. "Chemistry" application of measurement by weight (mass) to such transmutation leads to the theory of elements. Matter indestructible. Meaning of "Force." Various manifestations of force, with illustrations from the phenomena of electricity, magnetism and heat. Force measured in gravitation units; consequent double meaning of the terms expressing units of weight as mass and units of weight as force. Meaning of "Work." Measurement of work in gravitation units. Meaning of "Energy." Effects of force continuously applied to matter. Laws of matter in motion. Velocity; Acceleration. Statement of Newton's laws of motion. Definition of "Mass." Meaning, value and application of "g." Mass a measure of matter. Conservation of energy. Energy, like matter,

indestructible and transmutable. Study of the states of matter. Properties and laws of gases, liquids and solids. Laws of diffusion. Elementary laws of heat. Mechanical equivalent. Latent heat. Specific heat. Caloric.

** Bookkeeping.*—Bookkeeping by single and double entry ; business forms, usages and correspondence. The Principal and Board of Trustees may arrange any other course in Bookkeeping that in their opinion is better adapted to the interests of the pupils taking up the subject.

** Stenography.*—Course in Form I. continued.

FORM III.

English Composition.—Essay writing.

English Poetical Literature.—Course in Form II. continued, with the prescribed texts.

History.—Outlines of Roman History to the death of Augustus, and of Greek History to the Battle of Chaeronea. The geography relating to the history prescribed.

Algebra.—Course in Form II. reviewed ; Square Root ; Indices ; Surds ; quadratics of one and two unknown quantities.

Geometry.—Euclid ; Books I., II. and III. Deductions.

Latin and Greek—Course in Form II. continued ; with the prescribed texts. The examination in Latin and Greek shall consist of translation into English of passages from prescribed texts ; translation at sight (with the aid of vocabularies) of easy Attic prose and of passages from some easy Latin prose author ; translation from English into Greek and Latin of sentences and of easy narrative passages based on the prescribed prose texts and such grammatical and other questions as arise naturally from the prescribed texts. Practice in the translation of Greek and Latin beyond the prescribed texts shall be expected of candidates.

French and German.—Course in Form II. continued ; with the prescribed texts. In Form III. the examination in Grammar shall consist mainly of translations into French or German of short English sentences as a test of the candidate's knowledge of grammatical forms and structure and the translation of passages from English into French or German and "sight" translation. Practice in French and German beyond the prescribed texts shall be expected of candidates.

Chemistry.—An experimental course defined as follows :—Properties of Hydrogen, Chlorine, Oxygen, Sulphur, Nitrogen, Carbon and their more important compounds. Nomenclature. Law of combination of the elements. The Atomic Theory and Molecular Theory.

Physics.—ELECTRICITY.—Voltaic cells, common kinds ; chemical action in the cell ; magnetic effects of the current ; chemical effects of the current ; voltameter ; astatic and tangent galvanometers ; simple notions of potential ; Ohm's law, with units ; best arrangement of cells ; electric light, arc and incandescent ; magnetism ; inclination and declination of compass ; current induction ; induction coil ; dynamo and motor ; electric bell ; telegraph ; telephone ; electro-plating. SOUND.—Caused by vibrations ; illustration of vibrations, pendulums, rods, strings, membranes, plates, columns of air ; propagated by waves ; its velocity ; determination of velocity ; pitch ; standard forks, acoustical $C = 512$, musical, $A = 870$; intervals ; harmonic scale ; diatonic scale ; equally tempered scale ; vibration of air in open and closed tubes, with wave-lengths ; resonators ; nodes and loops ; vibration of strings and wires ; reflection of sound ; manometric flames. LIGHT.—Rectilinear propagation ; image through a pin hole ; beam ; pencil : photometry ; shadow and grease-spot photometers ; reflection and scattering of light ; laws of reflection ; images in plain mirrors ; multiple images in inclined mirrors ; concave and convex mirrors ; drawing images ; refraction ; laws and index of refraction ; total reflexion ; path through a prism . lenses ; drawing image produced by a lens ; simple microscope ; dispersion and color ; spectrum ; recomposition of white light.

Botany.—The practical study of representatives of the flowering plants of the locality and representatives of the chief sub-divisions of cryptogams, such as a fern, a lycopod, a horse-tail, a liverwort, a moss, a lichen, a mushroom and a chara. The drawing and description of parts of plants and classification. Comparison of different organs, morphology of root, stem, leaves and hair, parts of the flower, reproduction of flowering plants, pollination, fertilization and the nature of fruit and seeds. At the examination two plants to be selected by the presiding examiner will be submitted, one for classification and one for description. In classification, candidates will be allowed to use their floras (the authorized text book in Botany).

FORM IV.

English Composition.—Course in Form III. continued.

English Poetical Literature.—Course in Form III. continued, with the prescribed texts. The examination questions will test within reasonable limits the power of appreciating literary art.

History.—English History from the discovery of America to 1763. Ancient History, the course in Form III. reviewed. The geography relating to the history prescribed.

Algebra.—Course in Form III. reviewed. Theory of Divisors; Ratio, Proportion and Variation; Progressions; Notations; Permutations and Combinations; Binomial Theorem; Interest Forms; Annuities.

Geometry.—Euclid. The course in Forms II. and III. reviewed; Books IV. and VI.; Definitions of Book V.; Deductions.

Trigonometry.—Trigonometrical ratios, with their relations to each other; Sines, etc. of the sum and difference of angles with deduced formulas; Use of Logarithms; Solution of Triangles; Expressions for the area of triangles; Radii of circumscribed, inscribed and escribed circles.

Latin and Greek.—Course in Form III. continued, with the prescribed texts. In Form IV. the examination in Latin and Greek shall be of an advanced character and shall include the translation into Latin and Greek of ordinary narrative passages of English. The Roman method of pronouncing Latin is recommended.

French and German.—Course in Form III. continued, with the prescribed texts. The course of study in Form IV. in Grammar, Composition and Sight Translation shall be the same as in Form III., but the examination shall be of a more advanced character.

Physics.—An experimental course defined as follows:—**MECHANICS.**—Uniformly accelerated rectilinear motion, particularly under gravity; composition and resolution of forces; triangle and parallelogram of forces; friction; polygon of forces; with easy examples. **HYDROSTATICS.**—Fluid pressure at a point; pressure on a horizontal plane; pressure on an inclined plane; resultant vertical pressure, and resultant horizontal pressure, when fluid is under air pressure and when not; transmission of pressure; Bramah's press; equilibrium of liquids of unequal density in a bent tube; the barometer; air pump; water pump, common and force; siphon. **ELECTRICITY.**—Voltaic cells, common kinds; chemical action in the cell; magnetic effects of the current; chemical effects of the current; voltameter; astatic and tangent galvanometers; simple notions of potential; Ohm's law, with units, best arrangement of cells; electric light, arc and incandescent; magnetism; inclination and declination of compass; current induction; induction coil; dynamo and motor; electric bell; telegraph; telephone; electroplating. **SOUND.**—Caused by vibrations; illustration of vibrations, pendulums, rods, strings, membranes, plates, columns of air; propagated by waves; its velocity; determination of velocity; pitch; standard forks, acoustical $C = 512$, musical, $A = 870$; intervals; harmonic scale; diatonic scale; equally tempered scale; vibration of air in open and closed tubes, with wave lengths; resonators; nodes and loops; vibration of strings and wires; reflection of sound; manometric flames. **LIGHT.**—Rectilinear propagation;

image through a pin-hole ; beam ; pencil ; photometry ; shadow and grease-spot photo meters ; reflection and scattering of light ; laws of reflection ; images in plain mirrors ; multiple images in inclined mirrors ; concave and convex mirrors ; drawing images ; refraction ; laws and index of refraction ; total reflection ; path through a prism ; lenses ; drawing image produced by a lens ; simple microscope ; dispersion and color , spectrum ; recombination of white light.

Chemistry.—Chemical theory. The practical study of the following elements, with their most characteristic compounds, in illustration of Mendelejeff's classification of the elements :—Hydrogen ; Sodium ; Potassium ; Magnesium, Zinc ; Calcium ; Strontium ; Barium ; Boron, Aluminum ; Carbon, Silicon, Tin, Lead ; Nitrogen ; Phosphorus ; Arsenic ; Antimony, Bismuth ; Oxygen, Sulphur ; Fluorine, Chlorine, Bromine, Iodine ; Manganese, Iron. Elementary Qualitative Analysis. At the examination in Practical Chemistry for Form IV. the material for determination shall be sent from the Education Department, and shall consist of one pure simple salt. In the qualitative analysis of this salt the candidates shall not be allowed the use of text-books, analytical tables, notes, or charts. Places shall be allotted to the candidates so that each one shall be at least ten feet away from any other candidate. Each candidate shall have exclusive use of one set of reagents, apparatus and lamp, while at work. If the number of candidates should exceed the accommodations of the laboratory, the candidates shall be examined in sections.

Biology.—ELEMENTS OF ZOOLOGY.—Thorough examination of the external form, the gills and the viscera of some common fish. Study of the prepared skeleton of the same. Demonstration of the arrangement of the muscular and nervous systems and the sense organs, as far as these can be studied without the aid of a microscope. Comparison of the structure of the frog with that of the fish. The skeleton of the pectoral and pelvic girdles, and of the appendages of the frog, and the observation of the chief facts in the development of its spawn, till the adult form is attained. Examination of the external form of a turtle and a snake. Examination of the structure of a pigeon or a fowl. Study of the skeleton and also of the teeth and viscera of a cat or dog. Study of the crayfish as a type of the Arthropods. Comparison of the crayfish with an insect (grasshopper, cricket or cockroach), also with a millipede and a spider. Examination of an earthworm and a leech. Study of a fresh-water mussel and a pond snail. The principles of zoological nomenclature as illustrated by some of the common fresh-water fish, such as the sucker and herring, bass and perch. Study of an amœba or paramecium as a type of a unicellular animal. The modifications of the form of the body in vertebrates in connection with different methods of locomotion. ELEMENTS OF BOTANY.—The practical study of representatives of the flowering plants of the locality in which the school is situated, and representatives of the chief sub-divisions of cryptogams, such as a fern, a lycopod, a horsetail, a liverwort, a moss, a lichen, a mushroom and a chara. An elementary knowledge of the microscopic structure of the bean and the maize. The drawing and description of parts of plants and classification. Comparison of different organs, morphology of root, stem, leaves and hair, parts of the flower, reproduction of flowering plants, pollination, fertilization and the nature of fruit and seeds. The material for examination will consist of two plants, a microscopic section and an animal. The plant designated "A" is to be identified by means of the flora. Twenty minutes shall be allowed for this operation. The text-books shall then be taken from the candidates and the paper with the plant designated "B," the animal and the microscopic section distributed. Each candidate is to be allowed the use of a compound microscope during the second period. The material for this examination will be sent from the Education Department.

COMMERCIAL DIPLOMA COURSE.

The course shall consist of book-keeping, business forms and usages and stenography. Book-keeping shall be taken in six sets as follows :

Set I. shall show transactions extending over a period of two months ; the transactions of the first month being done by Single Entry, and of the second by Double Entry,

and showing the change from Single to Double Entry. Books to be used : Day Book (1st month), Journal Day Book (2nd month), Cash Book, Bill Book and Ledger.

Set II. The transactions shall be the same as for Set I. ; those of the first month being done by Double Entry, and of the second month by Single Entry, and showing the change from Double Entry to Single Entry. Books to be used : Four Column Journal with special columns for Mdse. Purchases and Sales (1st month), Day Book (2nd month), Cash Book, Bill Book and Ledger.

Set III. A Double Entry set with two partners. Books to be used : Journal Day Book with a special column for Mdse. Sales, Cash Book, Invoice Book, Bill Book and Ledger, the first three as books of original entry.

Set IV. A Double Entry set ; a continuation of Set III., the posting being done in the same Ledger. A third partner shall be admitted and the transactions shall include shipments and consignments. Books to be used : Journal Day Book, Cash Book, Invoice Book, Sales Book, Bill Book, and Ledger, the first four as books of original entry.

Set V. A Double Entry set ; a continuation of Set IV., ; the posting being done in a new Ledger. A fourth partner shall be admitted, and the transactions shall include wholesale merchandising, shipment companies, and merchandise companies. Books to be used : The same as for Set IV.

Set VI. A set in Manufacturing. Books to be used ; Journal Day Book, with a special column for Mdse. Sales, Cash Book, Time Book, and Ledger.

The Cash Book shall be a book of original entry in all of the Double Entry sets, various special columns being used in the different sets. A monthly Trial Balance shall be made in connection with Sets III., IV. and V., and Statements of Resources and Liabilities, and of Losses and Gains for all of the sets. The transactions in the different sets shall be different from year to year. The sets may recur tri-ennially, and shall consist of not less than twenty pages of foolscap,

The book-keeping sets of pupils who write at the examination for a Commercial Certificate shall be sent, prepaid, to the Education Department, with the examination papers and shall be certified by the teacher to be the work of the candidate.

Business Forms and Usages.—Negotiable paper ; promissory notes ; special notes ; bills of exchange ; acceptance ; negotiation of bills, notes ; cheques ; collection of accounts, discharge and dishonor ; special forms of due bills and orders ; accounts, invoices and statements ; interest ; partnerships ; receipts and releases ; banking ; and commercial correspondence.

Stenography.—At the examination in dictation in stenography, the candidate shall be required to have attained the rate of fifty words per minute. He shall also be required to transcribe his work into longhand at the rate of twelve words per minute. The dictated matter shall consist of business letters and legal documents.

SCHEDULE C.—COURSE FOR COMMERCIAL SPECIALISTS.

Book-keeping.—Single and Double Entry book-keeping ; wholesale and retail merchandising, commission business, manufacturing ; warehousing, steamboating, exchange, joint stock companies, municipalities, societies and public institutions ; statements and balance sheets, partnership adjustments, liquidation and administration of estates, auditing, filing papers, the use of special columns and the various other expedients in book-keeping to save time and labor and secure accuracy of work.

Penmanship.—Theory and practice of penmanship, Spencerian and vertical ; ledger headings ; marking and engrossing.

Commercial Arithmetic.—Interest, discount, annuities certain, sinking funds, formation of interest and annuity tables, application of logarithms, stocks and investments, partnership settlements, partial settlements, partial payments, equation of payments, and exchange.

Banking.—Money and its substitutes ; exchange ; incorporation and organization of banks ; business of banks, their relation to each other and to the business community ; the clearing house system ; legal requirements as to capital, shares, reserves, dividends, note issue ; insolvency and consequent liability.

Business Forms.—Invoices, accounts, statements, due bills, orders, receipts, warehouse receipts, deposit receipts, deposit slips, bank pass books, promissory notes, bills of exchange, bank drafts, cheques, bonds, debentures, coupons, instalment scrips, stock certificates, stock transfers, proxies, letters of credit, affidavits, balance sheets, pay sheets, time sheets, and special forms of general book-keeping, books to suit special cases.

Laws of Business.—Contracts ; statute of limitations ; negotiable paper and endorsements ; sales of personal property ; accounts, invoices, statements, etc. ; chattel mortgages ; real estate and mortgages ; interest ; agency ; partnership ; corporations ; guarantee and suretyship ; receipts and releases ; insurance ; master and servant ; landlord and tenant ; bailment ; shipping and transportation ; host and guest ; telegraphs ; auctions ; patents ; copyrights ; trade marks and industrial designs ; affidavits and declarations ; subjects and aliens ; wills and joint stock companies.

Stenography.—The principles of Stenography ; writing from dictation at a speed of sixty words per minute, and accurate transcription into longhand at a speed of twelve words per minute ; the dictated matter to comprise business correspondence or legal documents.

Drawing.—Object and Model Drawing ; Perspective and Geometrical Drawing.

EDUCATION DEPARTMENT,

TORONTO, October, 1896.

DEPARTMENTAL EXAMINATIONS, 1897.

INSTRUCTIONS TO EXAMINERS.

Under the provisions of section 5 of the Education Department Act, 1896, and Regulations 81, 82, 83 and 84, the following examinations will be conducted in 1897 :—

- (a) High Schools, Forms II. III. and IV.
- (b) High Schools, Form I.
- (c) The High School Entrance.
- (d) The Public School Leaving.
- (e) The Commercial Specialists'.
- (f) The Kindergarten.
- (g) The County Model Schools.
- (h) The Normal Schools.
- (i) The Normal College.

Under Regulation 109 the following instructions have been issued to the Examiners by the Minister of Education :—

1. The Examiners will be jointly and severally responsible for the character of the questions in each of the papers and the names of the Examiners in each department shall be placed in alphabetical order at the head of each paper in that department.

2. It will be the duty of the Examiners to avoid ambiguous questions in the examination papers ; to omit, as far as possible, questions that consist of numerous parts with different values for each part ; to use capital letters, A, B, etc., to denote the sections of the papers, and figures 1, 2, etc., consecutively throughout to mark the individual questions, and to space in printing and to mark with letters (a), (b), etc., the several sub-sections under each number.

3. In framing each examination paper, the Examiners are required to set questions that will fairly test the knowledge and ability of the candidates in the courses prescribed, and in such a manner that, so far as practicable, such candidates, and only such candidates, as obtain the minimum marks prescribed, shall deserve from their attainments to be awarded certificates.

4. The Examiners in the case of (a), (b), (c), (f), (h) and (i) shall make such reports as will enable the Educational Council to settle the results of the examinations in accordance with the Regulations of the Education Department and the standards required for certificates.

5. In accepting the position of Examiner each person appointed will be required to discharge all the duties pertaining to the office, and no duty which an Examiner is appointed to perform shall be delegated to another Examiner without the approval of the Educational Council.

6. Except in case of (a) the Examiner appointed to set papers for any of the examinations shall correspond with his colleagues regarding the character of the paper for which they are jointly responsible. The manuscript must be sent as approved to the Education Department within the time required. In the case of (a) the Board will make its own arrangements.

7. Except in the case of (a) more than the required number of questions should be submitted to the Education Department in order that a choice, if necessary, may be made for the paper.

8. The Board of Examiners appointed by the Educational Council to set the papers for the examinations of the Second, Third and Fourth Forms of the High Schools or Collegiate Institutes (a) shall hold its first meeting at such time as may be determined by the Minister of Education, and subsequent meetings at such times as the Board may decide.

9. At the first meeting the Board shall assign the subjects of this (a) examination to the different members and shall arrange for having the manuscript of the examination papers in the hands of the Minister of Education at such dates as he may fix.

10. The Board shall revise (where necessary) and approve of each examination paper of this (a) examination and shall assign values to the questions for the guidance and direction of the Associate Examiners in reading the answer papers of candidates.

11. Before a question paper in the case of (a) is finally accepted by the Board, it shall ascertain whether the character of such examination paper is approved of by each of the Examiners whose names are placed at the head of the paper.

12. The Examiners for (a) and (b) for which Associate Examiners shall be appointed, will be required for one day (or longer if necessary) at the beginning of the reading of the examination papers to instruct the Associate Examiners before the latter enter upon their work. Whatever time is required shall be occupied in discussing the answer papers jointly, in deciding as to the valuation of answers, especially of incomplete or imperfect answers, and in making such modifications and allowances as the Examiners may deem necessary. In the case of candidates for University Scholarships, the Examiners, if so directed by the Council, shall read the answer papers of such candidates.

13. In the case of candidates that appeal the Examiners for (a) and (b) shall read the appeal papers of such candidates and report their finding in each case without delay.

14. In the case of the other examinations for which the Examiners themselves read the answer papers of candidates, viz :—(c), (f), (h) and (i), persons will be appointed by

the Council to read the answer papers of candidates who wish to have their papers re-examined.

15. The Chairman of the Board, acting under the directions of the Educational Council, shall give any further instructions that may be necessary for the Examiners in discharging the duties resting on them, including directions pertaining to the conduct of the Examiners during the reading of the answer papers of (a) and (b).

16. All communications pertaining to the duties of the Examiners should be addressed to the Education Department in order to be placed before the proper authorities.

CIRCULAR TO INSPECTORS OF PUBLIC SCHOOLS.

For the information of the Education Department, I shall be pleased if you will report on the moral standing of the pupils and teachers in your Inspectoral Division, having regard to the enquiries made in the memorandum hereto attached.

In the education of the youth of the country, it is of the first importance that the school system maintained by the State should aim at the development of the highest citizenship. While intellectual power and acumen contribute to that end, it is beyond question that the forces which lie at the foundation of the best and strongest character are moral and religious. Whether these forces are growing stronger and more effective in the formation of a better manhood and womanhood should be known to the teachers and inspectors of the Province. Your experience will be helpful to the Education Department in estimating the value of the moral training of the school room. I shall thank you to compress your remarks, if possible, within six pages of foolscap and to transmit them on or before the 24th inst., for publication in the next annual report.

EDUCATION DEPARTMENT,
Toronto, December, 1896.

CONSIDERATIONS WITH RESPECT TO PUPILS.

Is truancy on the increase? Are pupils given to quarrelling as much as they were ten or twenty years ago? Are they more courteous to each other, more humane to dumb animals, less boisterous on the public highway, more truthful and straightforward in school and on the play-ground, more to be trusted out of the teacher's presence, more easily controlled without corporal punishment, more disposed to consider the comfort of the teacher, more tidy and cleanly in their personal habits and generally more refined in their manner? What are the commonest school offences?

CONSIDERATIONS WITH RESPECT TO TEACHERS.

Has the moral tone of the teaching profession improved since you became Inspector? How many teachers have you suspended during the year for immorality? What percentage of your teachers are abstainers from alcoholic drinks? Is corporal punishment on the increase? Is school discipline less or more difficult than formerly? What forms of punishment prevail? What methods are adopted for the moral improvement of pupils? Describe as fully as you can the moral instruction of the school room? Is it direct or indirect, or both? What proportion of your teachers belong to some Christian church as near as you know? Do many of them teach in a Sunday School? Do they follow the Regulations regarding religious instruction? Are these exercises conducted reverently? Do you consider them, in the light of your experience, helpful from a moral and religious standpoint? Would it be likely to arouse religious strife to authorize teachers to give direct religious instruction by the exposition of the Scripture lesson? Do trustees and ratepayers demand the extension of the time now allowed for religious exercises? Is the moral character of the teacher generally helpful to the pupils? Are your teachers and trustees willing to allow clergymen to visit their schools and talk to the pupils?

APPORTIONMENT OF THE LEGISLATIVE PUBLIC SCHOOL GRANT FOR 1896.

The apportionment of the grant to the several municipalities is based upon the latest returns of population for the year 1895, and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the grant direct from the Department, that of the Public Schools will be paid, according to this schedule, through the respective county, city, town and village treasurers.

The grant heretofore made by County Councils as the equivalent of the Government grant is dispensed with. The original intention of this grant was that it should be levied by uniform rate over the whole county. In practice, however, it was found in almost every case to be levied on the township, and thus, as a matter of fact, was a township rather than a county grant. Under the School Act of 1896, Township Councils are authorized to levy the sum of \$50 for each school, in addition to the sum of \$100 which they were authorized to raise under the Act of 1891. As the sum formerly levied by the county amounted to over \$30 per school, the increased contribution made by the township is less than \$20 in excess of what it formerly was. As the law now stands, every Township Council will be required to raise \$150 for every school in the township. In the case of schools with an assistant teacher, \$100 additional is required for such teacher.

EDUCATION DEPARTMENT,
TORONTO, May, 1896.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1896.

1. COUNTY OF BRANT.

<i>Municipalities.</i>	<i>Apportionment.</i>
Brantford	\$666 00
Burford	577 00
Dumfries, South	358 00
Oakland	97 00
Onondaga	159 00
Total	\$1,857 00

2. COUNTY OF BRUCE.

Albemarle	\$185 00
Amabel	353 00
Arran	323 00
Brant	527 00
Bruce	381 00
Garrick	332 00
Culross	288 00
Eastnor	188 00
Elderslie	308 00
Greenock	235 00
Huron	457 00
Kincardine	389 00
Kinloss	286 00
Lindsay and St. Edmunds	89 00
Saugeen	182 00
Total	\$4,633 00

3. COUNTY OF CARLETON.

Fitzroy	\$323 00
Gloucester	590 00
Goulbourn	311 00
Gower, North	266 00
Huntley	268 00

3. COUNTY OF CARLETON.

<i>Municipalities.</i>	<i>Apportionment.</i>
March	\$109 00
Marlborough	186 00
Nepean	443 00
Osgoode	508 00
Torbolton	115 00
Total	\$3,119 00

4. COUNTY OF DUFFERIN.

Amaranth	\$439 00
Garafraxa, East	295 00
Luther, East	325 00
Melancthon	522 30
Mono	496 00
Mulmur	467 00
Total	\$2,544 00

5. COUNTY OF ELGIN.

Aldbrough	\$600 00
Bayham	436 00
Dorchester, South	187 00
Dunwich	400 00
Malahide	461 00
Southwold	530 00
Yarmouth	603 00
Total	\$3,217 00

6. COUNTY OF ESSEX.

Anderdon	\$234 00
Colchester, North	265 00
“ South	299 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

6. COUNTY OF ESSEX.

<i>Municipalities.</i>	<i>Apportionment.</i>
Gosfield, North	\$199 00
" South	252 00
Maidstone	315 00
Malden	128 00
Mersea	459 00
Pelee Island	77 00
Rochester	286 00
Sandwich, East	198 00
" West	299 00
" South	199 00
Tilbury, North	286 00
" West	258 00
Total	\$3,754 00

7. COUNTY OF FRONTENAC.

Barrie	\$ 84 00
Bedford	198 00
Clarendon and Miller	101 00
Hinehinbrooke	153 00
Howe Island	5 00
Kennebec	161 00
Kingston	351 00
Loughborough	182 00
Olden	117 00
Oso	133 00
Palmerston and Canoto	122 00
Pittsburg	298 00
Portland	258 00
Storrington	235 00
Wolfe Island	121 00
Total	\$2,519 00

8. COUNTY OF GREY.

Artemesia	\$434 00
Bentinck	584 00
Collingwood	449 00
Derby	240 00
Egremont	424 00
Euphrasia	424 00
Glenelg	328 00
Holland	411 00
Keppel	412 00
Normanby	584 00
Osprey	416 00
Proton	354 00
Sarawak	146 00
St. Vincent	368 00
Sullivan	430 00
Sydenham	446 00
Total	\$6,450 00

9. COUNTY OF HALDIMAND.

Canborough	\$118 00
Cayuga, North	214 00
" South	104 00
Dunn	113 00
Moulton	226 00
Oneida	200 00
Rainham	212 00
Seneca	239 00
Sherbrooke	47 00
Walpole	534 00
Total	\$2,007 00

10. COUNTY OF HALIBURTON.

<i>Municipalities.</i>	<i>Apportionment.</i>
Anson and Hindon	\$ 35 00
Cardiff	73 00
Clyde, Burton, Dudley, Dysart, Harcourt, Harburn, Eyre, Guilford, Havlock, etc	\$121 00
Glamorgan	65 00
Lutterworth	54 00
Minden	143 00
Monmouth	65 00
Sherbourne, etc	17 00
Snowdon	90 00
Stanhope	71 00
Total	\$734 00

11. COUNTY OF HALTON.

Esquesing	\$476 00
Nassagaweya	324 00
Nelson	358 00
Trafalgar	461 00
Total	\$1,619 00

12. COUNTY OF HASTINGS.

Carlow	\$ 67 00
Dungannon	98 00
Elzevir and Grimsthorpe	124 00
Faraday	112 00
Hungerford	568 00
Huntingdon	290 00
McClure, Wicklow and Bangor	96 00
Herschel and Monteagle	191 00
Madoc	314 00
Marmora and Lake	236 00
Mayo	57 00
Rawdon	425 00
Sidney	538 00
Thurlow	607 00
Tudor and Cashel	99 00
Limerick	66 00
Wollaston	86 00
Tyerdinaga	376 00

Total

\$4,350 00

13. COUNTY OF HURON.

Ashfield	\$370 00
Colborne	220 00
Goderich	317 00
Grey	457 00
Hay	471 00
Howick	549 00
Hullett	357 00
McKillop	353 00
Morris	357 00
Stanley	279 00
Stephen	443 00
Tuckersmith	328 00
Turnbury	295 00
Usborne	302 00
Wawanosh, East	234 00
Wawanosh, West	248 00

Total

\$5,580 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

14. COUNTY OF KENT.

<i>Municipalities.</i>	<i>Apportionment.</i>
Camden	\$338 00
Chatham	603 00
Dover	451 00
Harwich	522 00
Howard	417 00
Orford	343 00
Raleigh	489 00
Romey	202 00
Tilbury, East	396 00
Zoue	154 00
Total	\$3,915 00

15. COUNTY OF LAMBTON.

Bosanquet	\$307 00
Brooke	411 00
Dawn	346 00
Ennis-killen	653 00
Euphemia	274 00
Moore	564 00
Plympton	464 00
Sarnia	265 00
Sombra	423 00
Warwick	451 00
Total	\$4,158 00

16. COUNTY OF LANARK.

Bathurst	\$319 00
Beckwith	210 00
Burgess, North	57 00
Dalhousie and Sherbrooke, North	245 00
Darling	92 00
Drummond	245 00
Elmsley, North	121 00
Lanark	217 00
Lavant	80 00
Montague	260 00
Pakenham	223 00
Ramsay	274 00
Sherbrooke, South	114 00
Total	\$2,457 00

18. COUNTY OF LEEDS.

Bastard and Burgess, South	\$360 00
Crosby, North	143 00
" South	219 00
Elizabethtown	501 00
Elmsley, South	103 00
Kitley	248 00
Leeds and Lansdowne, Front	390 00
" Rear	275 00
Yonge and Escott, Rear	140 00
Yonge, Front and Escott	304 00
Total	\$2,650 00

17 (a) COUNTY OF GRENVILLE.

Angusta	\$427 00
Edwardsburg	470 00
Gower, South	96 00

17 (a). COUNTY OF GRENVILLE.

<i>Municipalities.</i>	<i>Apportionment.</i>
Oxford, Rideau	\$383 00
Wolford	228 00
Total	\$1,604 00

18. COUNTY OF LENNOX AND ADDINGTON.

Adolphustown	\$ 69 00
Amherst Island	107 0
Anglesea, Effingham and Kaladar	141 00
Camden, East	486 00
Denbigh, Abinger and Ashley	122 00
Ernestown	421 00
Fredericksburg, North	179 00
" South	130 00
Richmond	309 00
Sheffield	238 00
Total	\$2,202 00

19. COUNTY OF LINCOLN.

Caistor	\$235 00
Clinton	243 00
Gainsborough	285 00
Grantham	227 00
Grimby, North	139 00
" South	177 00
Louth	206 00
Niagara	220 00
Total	\$1,732 00

20. COUNTY OF MIDDLESEX.

Adelaide	\$260 00
Biddulph	259 00
Caradoc	483 00
Delaware	197 00
Dorchester, North	437 00
Ekfrid	338 00
Lobo	333 00
London	1,081 00
McGillivray	372 00
Metcalfe	176 00
Mosa	325 00
Nissouri, West	352 00
Westminster	526 00
Williams, East	188 00
" West	188 00
Total	\$5,533 00

21. COUNTY OF NORFOLK.

Charlotteville	\$128 00
Houghton	246 00
Middleton	318 00
Townsend	482 00
Walsingham, North	282 00
" South	229 00
Windham	446 00
Woodhouse	278 00
Total	\$2,709 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

22. COUNTY OF NORTHUMBERLAND.

<i>Municipalities.</i>	<i>Apportionment.</i>
Alnwick	\$129 00
Brighton	343 00
Cramahe	340 00
Haldimand	478 00
Hamilton	532 00
Monaghan, South	130 00
Murray	354 00
Percy	374 00
Seymour	379 00
Total	\$3,059 00

22 (a) COUNTY OF DURHAM.

Cartwright	\$240 00
Cavan	360 00
Clarke	535 00
Darlington	561 00
Hope	435 00
Manvers	422 00
Total	\$2,553 00

23. COUNTY OF ONTARIO.

Brock	\$457 00
Mara	136 00
Pickering	811 00
Rama	166 00
Reach	479 00
Scott	279 00
Scugog Island	64 00
Thorah	182 00
Uxbridge	359 00
Whitby, East	331 00
Whitby	291 00
Total	\$3,555 00

24. COUNTY OF OXFORD.

Blandford	\$207 00
Blenheim	593 00
Dereham	449 00
Nissouri, East	338 00
Norwich, North	275 00
“ South	309 00
Oxford, North	168 00
“ East	247 00
“ West	252 00
Zorra, East	475 00
“ West	334 00
Total	\$3,647 00

25. COUNTY OF PEEL.

Albion	\$350 00
Caledon	507 00
Chinguacousy	526 00
Gore of Toronto	120 00
Toronto	645 00
Total	\$2,148 00

26. COUNTY OF PERTH.

<i>Municipalities.</i>	<i>Apportionment.</i>
Blanchard	\$346 00
Downie	328 00
Easthope, North	275 00
“ South	236 00
Ellice	386 00
Elma	499 00
Fullarton	261 00
Hibbert	257 00
Logan	341 00
Mornington	333 00
Wallace	369 00
Total	\$3,631 00

27. COUNTY OF PETERBOROUGH.

Anstruther	\$ 31 00
Asphodel	188 00
Belmont	224 00
Burleigh	45 00
Cavendish	17 00
Chandos	95 00
Douro	239 00
Dummer	263 00
Ennismore	110 00
Galway	99 00
Harvey	137 00
Methuen	27 00
Monaghan, North	103 00
Otonabee	420 00
Smith	339 00
Total	\$2,337 00

28. COUNTY OF PRESCOTT.

Alfred	\$ 47 00
Caledonia	122 00
Hawkesbury, East	299 00
“ West	219 00
Longueuil	50 00
Plantagenet, North	329 00
“ South	252 00
Total	\$1,318 00

28 (a). COUNTY OF RUSSELL.

Cambridge	\$191 00
Clarence	168 00
Cumberland	313 00
Russell	193 00
Total	\$865 00

29. COUNTY OF PRINCE EDWARD.

Ameliasburg	\$385 00
Athol	150 00
Hallowell	394 00
Hillier	206 00
Marysburg, North	165 00
“ South	173 00
Sophiasburg	241 00
Total	\$1,714 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES

30. COUNTY OF RENFREW.

<i>Municipalities.</i>	<i>Apportionment.</i>
Admaston	\$237 00
Algona, South	106 00
Alice and Fraser	221 00
Bagot and Blithfield	180 00
Brougham	50 00
Bromley	183 00
Brudenell and Lynedoch	164 00
Grattan	189 00
Griffith and Matawatchan	74 00
Hagarty, Jones, Sherwood, Richards and Burns	179 00
Head, Clara and Maria	65 00
Horton	170 00
McNab	436 00
Pembroke	91 00
Petewawa	112 00
Radcliffe and Raglan	125 00
Rolph, Wylie, McKay, Buchanan	109 00
Ross	339 00
Sebastopol	87 00
Stafford	97 00
Westmeath	392 00
Wilberforce and Algona, North	263 00
Total	\$3,869 00

31. COUNTY OF SIMCOE.

Adjala	\$225 00
Essa	502 00
Flos	412 00
Gwillimbury, West	297 00
Innisfil	473 00
Matchedash	50 00
Medonte	459 00
Nottawasaga	724 00
Orillia	450 00
Oro	497 00
Sunnidale	293 00
Tay	463 00
Tiny	391 00
Tecumseth	428 00
Tossorontio	199 00
Vespra	339 00
Total	\$6,202 00

32. COUNTY OF STORMONT.

Cornwall	\$564 00
Finch	331 00
Osnaburck	673 00
Roxborough	449 00
Total	\$1,917 00

32 (a) COUNTY OF DUNDAS.

Matilda	\$468 60
Mountain	354 00
Williamsburg	466 00
Winchester	401 00
Total	\$1,689 00

32 (b) COUNTY OF GLENGARRY.

<i>Municipalities.</i>	<i>Apportionment.</i>
Charlottenburg	\$604 00
Kenyon	457 00
Lancaster	418 00
Lochiel	400 00
Total	\$1,879 00

33. COUNTY OF VICTORIA.

Bexley	\$113 00
Carden	90 00
Dalton	69 00
Eldon	338 00
Emily	264 00
Fenelon	290 00
Vaxton, Digby and Longford	100 00
Mariposa	480 00
Ops	314 00
Somerville	224 00
Verulam	233 00
Total	\$2,515 00

34. COUNTY OF WATERLOO.

Dumfries, North	\$283 00
Waterloo	788 00
Wellesley	487 00
Wilnot	600 00
Woolwich	527 00
Total	\$2,685 00

35. COUNTY OF WELLAND.

Bertie	\$382 00
Crowland	124 00
Humberstone	340 00
Pelham	302 00
Stamford	251 00
Thoro'd	236 00
Wainfleet	329 00
Willoughby	118 00
Total	\$2,082 00

36. COUNTY OF WELLINGTON.

Arthur	\$316 00
Eramosa	312 00
Erin	414 00
Garafraxa, West	341 00
Guelph	283 00
Luther, West	239 00
Maryborough	379 00
Minto	388 00
Nichol	221 00
Peel	490 00
Pilkington	177 00
Puslinch	437 00
Total	\$3,997 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

37. COUNTY OF WENTWORTH.

<i>Municipalities.</i>	<i>Apportionment.</i>
Ancaster	\$511 00
Barton	437 00
Beverly	541 00
Binbrook	183 00
Flamborough, East	317 00
“ West	352 00
Glanford	192 00
Saltfleet	323 00
Total	\$2,856 00

38. COUNTY OF YORK.

Etobicoke	\$458 00
Georgina	206 00
Gwillimbury, East	362 00
“ North	172 00

COUNTY OF YORK.

<i>Municipalities.</i>	<i>Apportionment.</i>
King	\$660 00
Markham	663 00
Scarborough	480 00
Vaughan	571 00
Whitchurch	477 00
York	969 00
Total	\$5,018 00

39. DISTRICTS.

Algoma	Including Separate schools, but not towns and villages named in this list.	\$35,000 00
Muskoka		
Nipissing		
Parry Sound ..		
Total		\$35,000 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1896, PAYABLE THROUGH THIS DEPARTMENT.

<i>School Sections.</i>		<i>Apportionment.</i>
Adjala	10	\$16 00
Alfred	3	16 00
“	6	37 00
“ ... 7 (with 8 Plantagenet, South) ..	11	11 00
“	7	27 00
“	8	24 00
“	9	34 00
“	10	90 00
“	11	27 00
“	12	34 00
“	13	27 00
“	14	12 00
Admaston	4	26 00
Anderdon	3 and 4	22 00
Artemesia	6	8 00
Arthur	6	32 00
“	10	24 00
Ashfield	2	54 00
Asphodel	4	22 00
Augusta	15	23 00
Biddulph	6	22 00
“	9 (with 1 McGillivray)	7 00
Bonfield, 1A, 1B, 2, 4 District of Nipissing)		
Brant (with 2 Greenock)	2	10 00
Brighton	1 (15)	11 00
Bromley	4	22 00
“	6	23 00
Brougham	1	17 00
Burgess, North	2	28 00
“	4	17 00
“	6	8 00
Caledonia	3, 4 and 10	20 00
“ (with 7 Plantagenet S.)	12	13 00
“	12	52 00
Cambridge	3	22 00
“	4	28 00
“	5	31 00
“	6 and 7	48 00
Carrick	1	47 00
“ (with 1 Culross)	1	73 00
“	2	16 00

<i>School Sections.</i>		<i>Apportionment.</i>
Carrick (with 2 Culross)	2	\$17 00
“	14	95 00
Charlottenburg	15	29 00
Clarence	5	37 00
“	6	67 00
“	8	39 00
“	11	30 00
“	12	28 00
“	13	27 00
“	14	31 00
“	16	18 00
“	19	17 00
“	20	27 00
Cornwall	1	26 00
“	16	71 00
Crosby, North	4	59 00
“	7	5 00
Culross (with 1 Carrick)	1	75 00
“ “ 2 “	2	25 00
Cumberland	10	20 00
“	11	13 00
“	13	25 00
“	14	36 00
Downie	9	33 00
Edwardsburg	2	20 00
Ellice	7	25 00
Ferris	2 (District of Nipissing)	
“	3 “	
Finch	5	45 00
Flamborough, West	2	10 00
Greenock	3 (with 2 Brant)	73 00
Glenelg	5	21 00
“	7	30 00
Gloucester	1 (with 3 Osgoode)	13 00
“	4, 5 and 12	11 00
“	14	37 00
“	15	69 00
“	17	12 00
“	20	33 00
“	22	19 00
“	25	63 00
“	26	27 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS.

<i>School Sections.</i>	<i>Apportionment.</i>	
Hagarty	4	\$85 00
Haldimand	2	23 00
"	14	12 00
"	21	13 00
Harwich	9	32 00
Hawkesbury, East.....	2	64 00
"	4	12 00
"	6	23 00
"	7	89 00
"	10	46 00
"	11	23 00
"	12	18 00
"	15	26 00
"	16	15 00
Hawkesbury, West.....	4	112 00
Hay	1	37 00
Hibbert	(1) 3	23 00
Howe Island.....	1	14 00
"	2	11 00
"	3	9 00
Holland, etc.....	3	19 00
Hullett	2	7 00
Keewatin.....	1 (see District of Algoma)	
Kingston.....	8	25 00
Lancaster	14	34 00
Lochiel	12A	21 00
"	12B	71 00
Longueuil, West	2	15 00
"	4A	15 00
"	4B	17 00
"	7	29 00
Loughboro	2	17 00
"	10	12 00
Maidstone	1	31 00
"	4 (with 2 Rochester)	15 00
Malden	3A	33 00
"	3B	31 00
Mara	3	31 00
March	3	32 00
Marmora and Lake	1	12 00
Matawatchan	3	16 00
McKim.....	1 (see District of Nipissing)	
Moore	3, 4 and 5	10 00
Mornington	4	42 00
McGillivray	1 (with 9 Biddulph)	8 00
McKillop	1	21 00
Nepean	7	42 00
"	15	58 00
Nichol	1	29 00
Normanby	5	16 00
"	10	10 00
Osgrode	1	13 00
"	2 (15)	16 00
"	3 (with 1 Gloucester)	11 00
Papineau.....	1 (see District of Nipissing)	
"	2B	
Peel	8	5 00
"	12	25 00
Percy	5	10 00
"	12 (with 12 Seymour)	4 00

<i>School Sections.</i>	<i>Apportionment.</i>	
Plantagenet, North.....	4	\$20 00
"	7	26 00
"	8	27 00
"	9	31 00
"	12	20 00
"	15	17 00
" South	7	43 00
"	7 (with 6 Caledonia)	13 00
"	8	32 00
"	8 (with 7 Alfred)	10 00
Proton.....	6	35 00
Raleigh	4	22 00
"	5	25 00
"	6	29 00
Richmond.....	10 and 17	19 00
Rochester	2 (with 4 Maidstone)	24 00
Roxboro	12	17 00
"	16	29 00
Russell.....	1	12 00
"	4	15 00
"	6	71 00
"	7	24 00
"	8	39 00
Sandwich, East.....	1	70 00
"	2	27 00
Seymour.....	12 (with 12 Percy)	4 00
Sheffield	5	16 00
Sombra	5	40 00
Stafford	2	31 00
Stephen	6	38 00
Springer.....	1 (see District of Nipissing)	
"	2	
Sydenham	7	7 00
Tiny	2	83 00
Toronto Gore	6	19 00
Tyendinaga	18	20 00
"	20	32 00
"	24	21 00
"	28	14 00
"	30	15 00
Vespra.....	7	7 00
Waterloo.....	13	74 00
Wawanosh, West.....	1	21 00
Wellesley	5	22 00
"	9 and 10	28 00
"	11	81 00
"	12	11 00
Westminster	13	14 00
Widdifield.....	2 (see District of Nipissing)	
Williams, West	10	27 00
Wilmot	15	62 00
Winchester	12 (with 1 Russell)	13 00
Windham	8	56 00
Wolfe Island.....	1	13 00
"	2	18 00
"	4	33 00
Woolwich	10	29 00
Yonge and Escott R. ...	4	11 00
York	1	38 00
Total.....		\$5,614 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1896.

Cities.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Belleville	1,065 00	232 00	1,297 00
Brantford	1,800 00	241 00	2,050 00
Guelph	1,073 00	273 00	1,346 00
Hamilton	5,146 00	933 00	6,129 00
Kingston	2,696 00	559 00	2,255 00
London	3,704 00	496 00	4,200 00
Ottawa	3,032 00	3,206 00	6,238 00
St. Catharines	939 00	273 00	1,212 00
St. Thomas	1,210 00	134 00	1,344 00
Stratford	1,093 00	227 00	1,320 00
Toronto	19,440 00	2,453 00	21,893 00
Windsor	1,450 00		1,450 00
Total	41,657 00	9,077 00	50,734 00
Towns.			
Alliston	240 00		240 00
Almonte	378 00	138 00	496 00
Amherstburg	131 00	144 00	275 00
Arnprior	293 00	173 00	466 00
Aurora	216 00		216 00
Aylmer	270 00		270 00
Barrie	500 00	131 00	631 00
Berlin	799 00	177 00	976 00
Blenheim	334 00		334 00
Bothwell	106 00		106 00
Bowmanville	362 00		362 00
Bracebridge	143 00		143 00
Brampton	381 00		381 00
Brockville	821 00	248 00	1,069 00
Carleton Place	540 00		540 00
Chatham	973 00	156 00	1,129 00
Clinton	308 00		308 00
Cobourg	415 00	118 00	533 00
Collingwood	679 00		979 00
Cornwall	361 00	401 00	762 00
Deseronto	374 00		374 00
Dresden	226 00		226 00
Dundas	283 00	92 00	375 00
Durham	155 00		155 00
Essex	194 00		194 00
Forest	194 00		194 00
Fort William	199 00		199 00
Galt	877 00	55 00	932 00
Gananoque	455 00		455 00
Goderich	420 00	44 00	464 00
Gore Bay	157 00		157 00
Gravenhurst	233 00		233 00
Harriston	227 00		227 00
Ingersoll	487 00	88 00	575 00
Kincardine	333 00		333 00
Leamington	233 00		233 00
Lindsay	615 00	239 00	854 00
Listowel	334 00		334 00
Little Current	118 00		118 00
Mattawa	60 00	155 00	215 00
Meaford	242 00		242 00
Midland	232 00		232 00
Mitchell	277 00		277 00
Milton	187 00		187 00
Mount Forest	306 00		306 00

APPORTIONMENT TO CITIES, ETC.

Towns.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Napanee	383 00		383 00
Newmarket	220 00	35 00	255 00
Niagara	150 00		150 00
Niagara Falls	384 00	106 00	490 00
North Bay	185 00	110 00	295 00
North Toronto	206 00		206 00
Oakville	287 00	26 00	213 00
Orangeville	464 00		464 00
Orillia	513 00	121 00	634 00
Oshawa	442 00	58 00	500 00
Owen Sound	872 00	65 00	937 00
Palmerston	209 00		209 00
Parkhill	162 00	32 00	194 00
Paris	350 00	32 00	382 00
Parry Sound	171 00		171 00
Pembroke	339 00	243 00	582 00
Penetanguishene	302 00		302 00
Perth	345 90	108 00	473 00
Peterborough	936 00	424 00	1,360 00
Petrolia	562 00		562 00
Pictou	422 00	32 00	454 00
Port Arthur	281 00	104 00	385 00
Port Hope	594 00		594 00
Prescott	241 00	129 00	370 00
Rat Portage	218 00	68 00	286 00
Renfrew	203 00	152 00	355 00
Ridgetown	273 00		273 00
Sandwich	162 00		162 00
Sarnia	737 00	83 00	820 00
Sault Ste. Marie	139 00	32 00	171 00
Seaford	303 00		303 00
Simcoe	336 00		336 00
Smith's Falls	535 00		535 00
Stuyner	151 00		151 00
St. Mary's	392 00	37 00	429 00
Strathroy	379 00		379 00
Sudbury	89 00	87 00	176 00
Thessalon	94 00		94 00
Thornbury	108 00		108 00
Thorold	203 00	79 00	282 00
Tilsonburg	272 00		272 00
Toronto Junction	358 00		358 00
Trenton	409 00	178 00	587 00
Uxbridge	246 00		246 00
Walkerton	301 00	106 00	407 00
Walkerville	114 00		114 00
Wallaceburg	225 00	37 00	262 00
Waterloo	355 00	50 00	405 00
Welland	243 00		243 00
Whitby	293 00	32 00	325 00
Warton	275 00		275 00
Wingham	276 00		276 00
Woodstock	1,104 00		1,104 00
Total	33,381 00	4,925 00	38,306 00
Incorporated Villages.			
Acton	152 00		152 00
Ailsa Craig	80 00		80 00
Alexandria	41 00	151 00	192 00
Allandale	123 00		123 00
Alvinston	136 00		136 00
Arkona	60 00		60 00
Arthur	91 00	62 00	153 00

APPORTIONMENT TO CITIES, ETC.

Incorporated Villages.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Athens	102 00		102 00
Ayr	107 00		107 00
Ashburnham	209 00		209 00
Bath	54 00		54 00
Bayfield	81 00		81 00
Beamsville	102 00		102 00
Beaverton	92 00		92 00
Beeton	85 00		85 00
Belle River	68 00		68 00
Blyth	124 00		124 00
Bobcaygeon	112 00		112 00
Bolton	86 00		86 00
Bradford	115 00		115 00
Bridgeburg	157 00		157 00
Brighton	180 00		180 00
Brussels	151 00		151 00
Burk's Falls	98 00		98 00
Burlington	157 00		157 00
Caledonia	120 00		120 00
Campbellford	295 00		295 00
Cannington	146 00		146 00
Cardinal	125 00		125 00
Casselman	28 00	89 00	117 00
Cayuga	139 00		139 00
Chesley	219 00		219 00
Chesterville	97 00		97 00
Chippawa	72 00		72 00
Clifford	79 00		79 00
Colborne	126 00		126 00
Creemore	73 00		73 00
Delhi	107 00		107 00
Drayton	97 00		97 00
Dundalk	96 00		96 00
Dunnville	230 00		230 00
Dutton	93 00		93 00
East Toronto	141 00		141 00
Eganville	77 00	59 00	136 00
Elmira	130 00		130 00
Elora	137 00	23 00	160 00
Embro	79 00		79 00
Erin	64 00		64 00
Exeter	221 00		221 00
Fenelon Falls	147 00		147 00
Fergus	189 00	15 00	204 00
Fort Erie	107 00		107 00
Garden Island	46 00		46 00
Georgetown	185 00		185 00
Glencoe	125 00		125 00
Grimsby	108 00		108 00
Hagersville	121 00		121 00
Hastings	60 00	34 00	94 00
Havelock	102 00		102 00
Hawkesbury	72 00	194 00	266 00
Hespeler	232 00		232 00
Hintonburg	122 00	120 00	242 00
Holland Landing	57 00		57 00
Huntsville	156 00		156 00
Iroquois	128 00		128 00
Kemptville	157 00		157 00
Kingsville	157 00		157 00
Lakefield	137 00		137 00
Lanark	104 00		104 00
Lancaster	63 00		63 00
L'Orignal	125 00	26 00	151 00
London, West	245 00		245 00
Lucan	106 00		106 00

APPORTIONMENT TO CITIES, ETC.

Incorporated Villages.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Lucknow	186 00		186 00
Madoc	134 00		134 00
Markdale	96 00		96 00
Markham	133 00		133 00
Maxville	69 00		69 00
Merrickville	131 00		131 00
Merriton	159 00	52 00	211 00
Millbrook	111 00		111 00
Milverton	76 00		76 00
Morrisburg	206 00		206 00
Newboro'	52 00		52 00
Newburgh	76 00		76 00
Newbury	55 00		55 00
Newcastle	86 00		86 00
New Hamburg	147 00		147 00
Niagara Falls, South	164 00		164 00
Norwich	144 00		144 00
Norwood	136 00		136 00
Oil Springs	131 00		131 00
Om-mee	73 00		73 00
Ottawa, East	99 00		99 00
Paisley	146 00		146 00
Point Edward	173 00		173 00
Portsmouth	62 00	30 00	92 00
Port Colborne	121 00	22 00	143 00
Port Dalhousie	88 00	29 00	117 00
Port Dover	144 00		144 00
Port Elgin	178 00		178 00
Port Perry	195 00		195 00
Port Rowan	80 00		80 00
Port Stanley	84 00		84 00
Preston	214 00	39 00	253 00
Richmond	45 00		45 00
Richmond Hill	90 00		90 00
Rockland	27 00	137 00	164 00
Shelburne	180 00		180 00
Southampton	182 00		182 00
Springfield	51 00		51 00
Stirling	100 00		100 00
Stouffville	153 00		153 00
Streetsville	86 00		86 00
Sundridge	113 00		113 00
Sutton	80 00		80 00
Tara	89 00		89 00
Teeswater	144 00		144 00
Thamesville	108 00		108 00
Thedford	75 00		75 00
Tilbury	71 00	51 00	122 00
Tiverton	63 00		63 00
Tottenham	68 00		68 00
Tweed	87 00	25 00	112 00
Vienna	48 00		48 00
Wardsville	53 00		53 00
Waterdown	88 00		88 00
Waterford	146 00		146 00
Watford	156 00		156 00
Wellington	62 00		62 00
Weston	130 00	25 00	155 00
Winchester	120 00		120 00
Woodbridge	90 00		90 00
Woodville	74 00		74 00
Wyoming	104 00		104 00
Wroxeter	63 00		63 00
Total	15,715 00	1,183 00	16,898 00

SUMMARY OF APPORTIONMENT FOR 1896.

Counties.	Public Schools.	Separate Schools,	Total.
	\$ c.	\$ c.	\$ c.
1. Brant	1,857 00	.....	1,857 00
2. Bruce	4,633 00	431 00	5,064 00
3. Carleton	3,119 00	456 00	3,575 00
4. Dufferin	2,544 00	.....	2,544 00
5. Elgin	3,217 00	.....	3,217 00
6. Essex	3,754 00	253 00	4,007 00
7. Frontenac	2,519 00	152 00	2,671 00
8. Grey	6,450 00	146 00	6,596 00
9. Haldimand	2,007 00	.....	2,007 00
10. Haliburton	734 00	.....	734 00
11. Halton	1,619 00	.....	1,619 00
12. Hastings	4,350 00	114 00	4,464 00
13. Huron	5,580 00	178 00	5,758 00
14. Kent	3,915 00	108 00	4,023 00
15. Lambton	4,158 00	50 00	4,208 00
16. Lanark	2,457 00	53 00	2,510 00
17. Leeds and Grenville	4,284 00	118 00	4,402 00
18. Lennox and Addington	2,202 00	35 00	2,237 00
19. Lincoln	1,732 00	.....	1,732 00
20. Middlesex	5,533 00	78 00	5,611 00
21. Norfolk	2,709 00	56 00	2,765 00
22. Northumberland and Durham	5,612 00	77 00	5,689 00
23. Ontario	3,555 00	31 00	3,586 00
24. Oxford	3,647 00	.....	3,647 00
25. Peel	2,148 00	19 00	2,167 00
26. Perth	3,631 00	123 00	3,754 00
27. Peterborough	2,337 00	22 00	2,359 00
28. Prescott and Russell	2,183 00	1,922 00	4,105 00
29. Prince Edward	1,714 00	.....	1,714 00
30. Renfrew	3,869 00	220 00	4,089 00
31. Simcoe	6,202 00	106 00	6,308 00
32. Stormont, Dundas and Glengarry	5,485 00	396 00	5,881 00
33. Victoria	2,515 00	.....	2,515 00
34. Waterloo	2,685 00	307 00	2,992 00
35. Welland	2,082 00	.....	2,082 00
36. Wellington	3,997 00	115 00	4,112 00
37. Wentworth	2,856 00	10 00	2,866 00
38. York	5,018 00	38 00	5,056 00
Total	128,909 00	5,614 00	134,523 00
39. Districts—			
(a) Algoma	35,000 00	{ Separate schools included in P. S. grant. }	35,000 00
(b) Muskoka			
(c) Nipissing			
(d) Parry Sound			
Total	35,000 00	.....	35,000 00
Grand Totals.			
Counties	128,909 00	5,614 00	134,523 00
Cities	41,657 00	9,077 00	50,734 00
Towns	33,381 00	4,925 00	38,306 00
Villages	15,715 00	1,183 00	16,898 00
Districts	35,000 00	.....	35,000 00
Totals	254,662 00	20,799 00	275,461 00

APPENDIX C.—PROVINCIAL NORMAL AND MODEL SCHOOLS.

1. TORONTO NORMAL SCHOOL.

1. *Staff of Toronto Normal School, 1896.*

Thomas Kirkland, M.A.....	Principal.
Wm. Scott, B.A.....	Vice-Principal.
A. C. Casselman.....	Drawing Master, and in Model School
S. H. Preston.....	Music “ “
Eugene Masson.....	French Teacher.
Sergt. T. Parr.....	Drill and Calisthenics.

2. *Students in Toronto Normal School, 1896.*

	Admitted.	
	Male.	Female.
First Session	26	99
Second Session.....	40	85
Total.....	66	184

2. OTTAWA NORMAL SCHOOL.

1. *Staff of Ottawa Normal School, 1896.*

John A. MacCabe, LL.D.	Principal.
S. B. Sinclair, B.A.....	Vice-Principal.
T. H. McGuirl, B.A.....	Drawing Master, and in Model School.
W. G. Workman.....	Music “ “
H. McMee'kin.....	Teacher of Elocution.
J. Fleury.....	French Teacher.
E. B. Cope.....	Clerk and Accountant, also Drill and Calis- thenics Master, and in Model School.

2. *Students in Ottawa Normal School, 1896.*

	Admitted.	
	Male.	Female
First Session	36	62
Second Session	47	50
Total	83	112

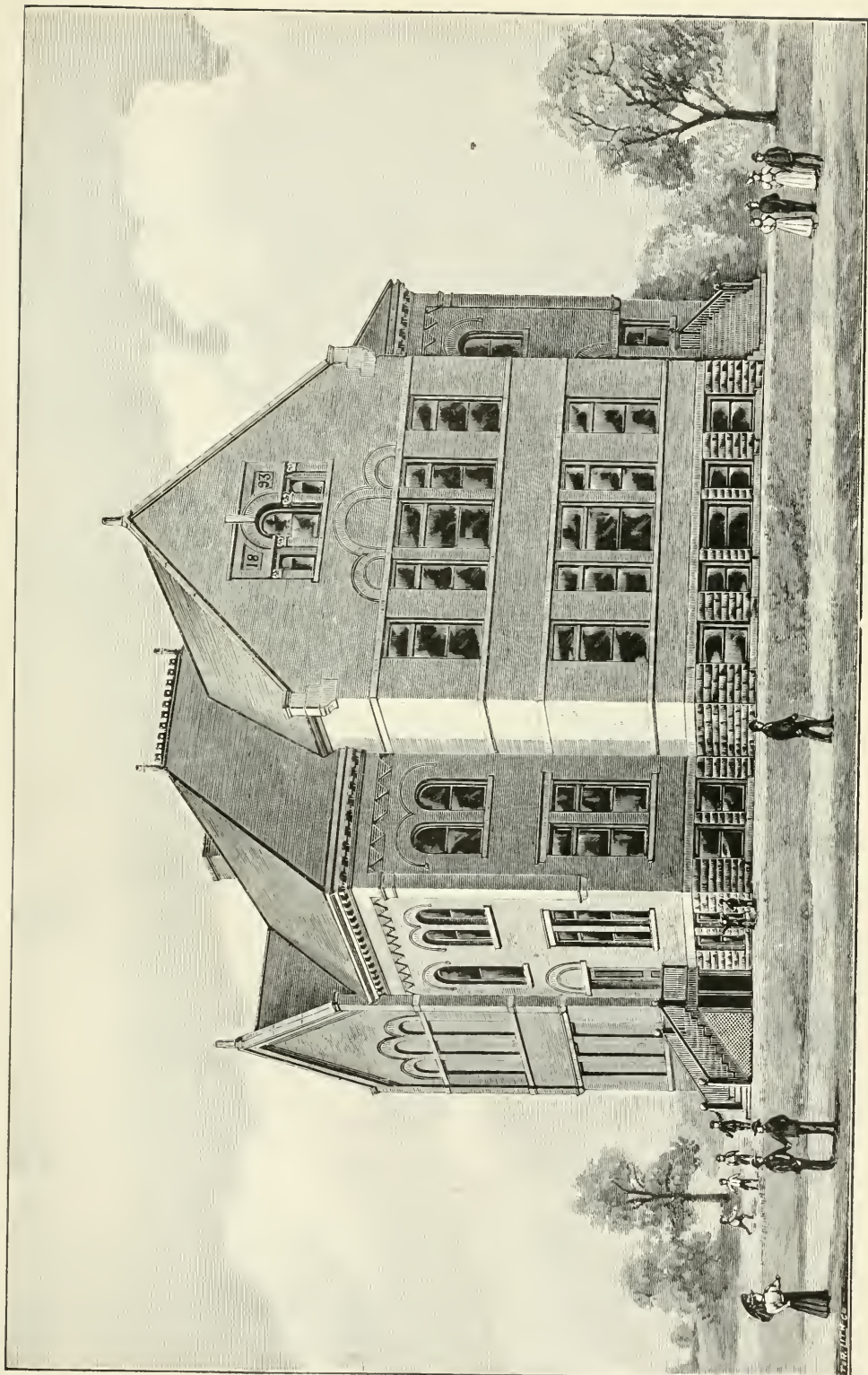
3. TORONTO MODEL SCHOOL.

1. *Staff of Toronto Model School, 1896.*

Angus McIntosh	Head Master, Boys' Model School.	
R. W. Murray	First Assistant	"
Thomas M. Porter	Second "	"
Miss Jeannie Wood	Third "	"
" Sarah M. Ross	Fourth "	"
" Margaret T. Scott	Head Mistress, Girls' Model School.	
" May K. Caulfield	First Assistant	"
" M. Meehan	Second "	"
" Alice Stuart	Third "	"
" H. B. Mills	Fourth "	"
" Mary E. Macintyre	Kindergarten Teacher.	
" Ellen Cody	Assistant	"

2. *Number of Pupils, 1896.*

Boys, 245	Girls, 245	Total, 490
Kindergarten		Total, 48



HIGH SCHOOL, SIMCOE.

4. OTTAWA MODEL SCHOOL.

1. *Staff of Ottawa Model School, 1896.*

Edwin D. Parlow	Head Master, Boys' Model School.	
William Brick	First Assistant	"
J. H. Putman	Second	"
Miss H. S. Williams	Third	"
" Adeline Shenick	Head Mistress, Girls' Model School.	
" Mary G. Joyce	First Assistant	"
" M. E. Butterworth	Second	"
" Florence Hanington	Third	"
" Eliza Bolton	Kindergarten Teacher.	

2. *Number of Pupils, 1896.*

Boys, 135	Girls, 103	Total, 238
Kindergarten		Total, 38

APPENDIX D.—INSPECTION OF SCHOOLS, 1896.

I. PUBLIC SCHOOLS.

1. List of Inspectors.

Name.	Jurisdiction.	Post Office.	*Salary.
			\$ c.
M. J. Kelly, M.D., LL.B.	Brant; City of Brantford, Town of Paris.....	Brantford.....	978 00
W. S. Clendening.....	Bruce, East; Towns of Walkerton, Wiarton, Villages of Chesley, Paisley, Tara.....	Walkerton.....	1,270 00
Alexander Campbell.....	Bruce, West; Town of Kincardine, Villages of Lucknow, Port Elgin, Southampton, Teeswater, Tiverton.....	Kincardine.....	1,230 00
Archibald Smirle.....	Carleton; Villages of Hintonburg, Ottawa East, Richmond.....	Ottawa.....	1,613 75
Nathaniel Gordon.....	Dufferin; Town of Orangeville, Village of Shelburne.....	Orangeville.....	1,100 00
Arthur Brown.....	Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester.....	Morrisburg....	1,155 00
W. E. Tilley, M.A.....	Durham; Towns of Bowmanville, Port Hope, Villages of Millbrook, Newcastle.....	Bowmanville...	1,390 00
Welbern Atkin.....	Elgin; Town of Aylmer, Villages of Dutton, Port Stanley, Springfield, Vienna.....	St. Thomas.....	1,495 00
Theo. Girardot.....	Essex, No. 1; Town of Sandwich, Village of Belle River.....	Sandwich.....	1,000 00
D. A. Maxwell, M.A., LL.B., Ph.D.....	Essex, No. 2; City of Windsor, Towns of Amherstburg, Essex, Leamington, Walkerville, Village of Kingsville.....	Amherstburg....	1,100 00
William Spankie, M.B.....	Frontenac; Villages of Garden Island, Portsmouth.....	Kingston.....	1,480 00
Donald McDiarmid, M.D.....	Glenora; Villages of Alexandria, Lancaster, Maxville.....	Maxville.....	986 25
Andrew Grier.....	Grey, East; Town of Thornbury.....	Thornbury.....	945 00
Thomas Gordon.....	Grey, West; Town of Owen Sound.....	Owen Sound....	1,325 00
N. W. Campbell.....	Grey, South; Towns of Durham, Meaford, Villages of Dundalk, Markdale.....	Durham.....	1,212 50
Clarke Moses.....	Haldimand; Villages of Caledonia, Cayuga, Dunnville, Hagersville.....	Caledonia.....	1,180 00
Benjamin J.M. Freer, M.A.....	Haliburton and North-east Muskoka; Villages of Huntsville, Minden.....	Minden.....	622 50
J. S. Deacon.....	Halton; Towns of Milton, Oakville, Villages of Acton, Burlington, Georgetown.....	Milton.....	1,397 50
William Mackintosh.....	Hastings, North; Villages of Madoc, Sterling.....	Madoc.....	1,445 00
John Johnston.....	Hastings, South; City of Belleville, Towns of Deseronto, Trenton, Village of Wallbridge.....	Belleville.....	1,120 00
David Robb.....	Huron, North; Towns of Clinton, Seaforth, Wingham, Villages of Blyth, Brussels, Wroxeter.....	Clinton.....	1,395 00
J. E. Tom.....	Huron, South; Town of Goderich, Villages of Bayfield, Exeter.....	Goderich.....	1,455 00
Rev. W. H. G. Colles.....	Kent, East; Towns of Bothwell, Ridgetown, Village of Thamesville.....	Chatham.....	1,000 00
Robert Park.....	Kent, West; Towns of Blenheim, Dresden, Walkerville, Village of Tilbury.....	Chatham.....	1,045 00
C. A. Barnes.....	Lambton, No. 1; Villages of Alvinston, Arkona, Theford, Watford, Wyoming.....	London.....	1,243 00
John Brebner.....	Lambton, No. 2; Towns of Petrolia, Sarnia, Villages of Oil Springs, Point Edward.....	Sarnia.....	1,392 00
F. L. Michell, M.A.....	Lanark; Towns of Almonte, Carleton Place, Perth, Smith's Falls, Village of Lanark.....	Perth.....	1,845 00
William Johnston, M.A.....	Leeds, No. 1; Town of Gananoque, Villages of Athens, Newboro.....	Athens.....	1,120 00
Robert Kinney, M.D.....	Leeds, No. 2; Town of Brockville.....	Brockville.....	1,050 00
T. A. Craig.....	Leeds, No. 3, and Grenville; Town of Prescott, Villages of Cardinal, Kemptville, Merrickville.....	Kemptville.....	1,010 00
Frederick Barrows.....	Lennox and Addington; Town of Napanee, Villages of Bath, Newburgh.....	Napanee.....	1,370 00
J. B. Grey.....	Lincoln; City of St. Catharines, Town of Niagara, Villages of Beamsville, Grimsby, Merriton, Port Dalhousie.....	St. Catharines..	1,220 00

* In some instances travelling expenses are included.

List of Inspectors.

Name.	Jurisdiction.	Post Office.	Salary.
			\$.c.
John Dearness	Middlesex, East; Villages of London West, Lucan	London.....	1,504 50
H. D. Johnson	Middlesex, West; Towns of Parkhill, Strathroy, Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	Strathroy.....	1,217 50
J. J. Wadsworth, M.A., M.D.	Norfolk; Town of Simcoe, Villages of Delhi, Port Dover, Port Rowan, Waterford.....	Simcoe	1,460 00
Albert Odell.....	Northumberland; Town of Cobourg, Villages of Brighton, Campbellford, Colborne, Hastings ..	Cobourg	1,452 00
James McBrien.....	Ontario; Towns of Uxbridge, Whitby, Villages of Beaverton, Cannington, Port Perry.....	Prince Albert..	1,720 00
William Carlyle	Oxford; Towns of Ingersoll, Tilsonburg, Woodstock, Villages of Embro, Norwich	Woodstock	1,515 00
Allan Embury.....	Peel; Town of Brampton, Villages of Bolton, Streetsville	Brampton	1,200 00
William Alexander	Perth; City of Stratford, Towns of Listowel, Mitchell, St. Mary's, Village of Milverton	Stratford	1,575 00
J. C. Brown.....	Peterborough; Villages of Apsley, Ashburnham, Havelock, Lakefield, Norwood	Peterborough ..	1,320 00
W. J. Summerby	Prescott and Russell; Villages of Casselman, Haw- kesbury, L'Orignal, Rockland.....	Russell	1,100 00
Odilon Dufort (Assistant) .	Prescott and Russell; French Schools	Curran	500 00
G. D. Platt, B.A.	Prince Edward; Town of Picton, Village of Wel- lington	Picton	927 50
R. G. Scott, B.A.	Renfrew; Towns of Arnprior, Pembroke, Renfrew, Village of Eganville	Pembroke	2,042 75
J. C. Morgan, M.A.	Simcoe, North; Towns of Barrie, Midland, Orillia, Penetanguishene	Barrie	1,800 00
Rev. Thomas McKee	Simcoe, South; Towns of Alliston, Stayner, Villages of Allandale, Beeton, Bradford, Creemore, Tot- tenham	Barrie	1,300 00
Isaac Day.....	Simcoe, East, and West Muskoka; Town of Graven- hurst, Village of Port Carling	Orillia.....	1,142 50
Alexander McNaughton ..	Stormont; Town of Cornwall	Cornwall	1,055 00
J. H. Knight	Victoria, East; Town of Lindsay, Villages of Bob- caygeon, Omamee	Lindsay	770 00
Henry Reazin	Victoria, West, and South-East Muskoka; Town of Bracebridge, Villages of Fenelon Falls, Woodville	Lindsay	1,688 00
Thomas Pearce.....	Waterloo; Towns of Berlin, Galt, Villages of Ayr, Elmira, Hespeler, New Hamburg, Preston	Berlin	2,040 00
J. H. Ball, M.A.	Welland; Towns of Thorold, Welland, Villages of Bridgeburg, Chippawa, Fort Erie, Niagara Falls South, Port Colborne	Welland	1,227 00
D. P. Clapp, B.A.	Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Villages of Arthur, Clif- ford, Drayton	Harriston	1,100 00
J. J. Craig, B.A.	Wellington, South; Villages of Elora, Erin, Fergus	Fergus	1,100 00
J. H. Smith	Wentworth; Town of Dundas, Village of Water- down	Hamilton.....	1,220 00
A. B. Davidson, B.A.	York, North; Towns of Aurora, Newmarket, Vil- lages of Holland Landing, Richmond Hill, Sutton	Newmarket ...	1,080 00
David Fotheringham	York, South; Towns of North Toronto, Toronto Junction, Villages of East Toronto, Markham, Stouffville, Weston, Woodbridge	Toronto	1,218 50
Donald McCaig.....	District of Alameda; Towns of Fort William, Gore Bay, Little Current, Port Arthur, Rat Portage, Sault Ste. Marie, Thessalon, Villages of Day Mills, Keewatin	Collingwood ..	1,945 45
Rev. George Grant, B.A. .	Districts of Nipissing and Parry Sound; Towns of Mat- tawa, North Bay, Parry Sound, Sturgeon Falls, Sudbury, Villages of Burk's Falls, Sundridge..	Orillia.....	1,500 00

List of Inspectors.

Name.	Jurisdiction.	Post Office.	Salary.
			\$ c.
Rev. A. McColl.....	City of	Chatham	400 00
Wm. Tytler, B.A.	"	Guelph	500 00
W. H. Ballard, M.A. . . .	"	Hamilton....	2,000 00
W. G. Kidd.....	"	Kingston	1,400 00
W. J. Carson.....	"	London.....	1,380 00
John C. Glashan.....	"	Ottawa.....	2,000 00
John McLean.....	"	St. Thomas....	232 50
James L. Hughes	"	Toronto	3,000 00
W. F. Chapman.....	"	"	1,850 00
Donald McCaig.....	Town of.....	Collingwood ..	175 00
C. W. Chadwick.....	" Forest.....	Toronto	50 00
Rev. S. H. Eastman	"	Oshawa	91 85
Duncan M. Walker, B.A. . .	"	Peterborough ..	1,100 00
Thomas Hilliard.....	"	Waterloo	80 00
The Hon. Richard Har-			
court, M.A., M.P.P.,			
Q.C.....	Niagara Falls	Toronto	90 00
	Total salaries		90,870 55

Separate School Inspectors.

James F. White, Toronto.

Wm. Prendergast, B.A., Toronto.

County Model School Inspector.

John J. Tilley, Toronto.

High School Inspectors.

John E. Hodgson, M.A., Toronto.

John Seath, B.A., Toronto.

Normal College.

Principal—James A. McLellan, LL D., Toronto.

Vice-Principal—Isaac M. Levan, B.A.

2. *Special Report of Inspectors on the Moral Standing of the Pupils and Teachers of Public Schools.*

COUNTY OF BRANT.

M. J. Kelly, Esq, M.D., LL.B., Inspector.

(a) Considerations with respect to pupils.

Truancy is not so prevalent as it was twenty-five years ago. The reason is obvious. Truant officers have been appointed in cities and towns, and in some rural sections, under the authority of the Ontario Act made in that behalf, to look after truants and enforce their attendance, a duty which, I believe, is efficiently discharged in Paris and Brantford. Rural school trustees, too, pay more attention to this matter now than formerly, incited thereto by the reports of the inspectors and the influence of the teachers.

Quarreling.—If by “quarreling” is meant “fighting,” then I am sure there is less of it than there was in our school days when a boxing match was a matter of frequent occurrence and was sometimes not without its good moral effect when the sneak, the humbug or the bully got his deserts. In such cases even the good Dr. Arnold winked at the offence.

Conduct.—As to courteousness, treatment of dumb animals, noise on the public streets, boys are boys still and very much as they always have been. I doubt if they are more “truthful and straightforward in school and on the playground” to-day than they were a generation ago. It is to be feared the trend is not always now in the direction of truth, honor and manliness. Much depends on the teacher, more on the parents. The teacher who joins his pupils in play, at cricket or ball games, who thoroughly enjoys the sport, is for the nonce a boy himself and is known to be genuine in all things, may make his influence for good felt for years, and the parents who are themselves truthful and honorable are pretty sure to breed children of the same character. Corporal punishment is not so common a means of discipline as it used to be. “Moral suasion” and coddling have, to some extent, supplanted it. Children are usually, better clad, “more tidy and cleanly in their personal habits” now than they were a couple of decades ago, but whether or not they are “more refined in their manners” I am not prepared to answer in the affirmative. “Manner,” like beauty, is but skin deep at best, while action goes to the core of things.

Common offences.—Copying, and, as one of our ablest and most experienced teachers here informed me, impudence, are common offences, to which may be added an inclination to falsehood.

(b) Considerations with respect to teachers.

Moral tone of teaching profession.—Has it improved in twenty-six years? Perhaps. Everything depends on what is meant by “moral tone.” I find that those who were morally crooked then, and have remained in the profession, are morally crooked still. The leopard has not changed his spots, nor will he, I venture to say, until he sloughs his skin altogether. Those who were truthful, honorable and honest then are the same still. Locke says that the first requisite of a teacher is that he should be a gentleman, and gentlemen, like poets, are born, not made. The question, however, scarcely admits of a definite and adequate answer. Twenty-five years ago the teachers were mostly men, to-day they are mostly women—then the supply was less than the demand, now it is greatly in excess of it. I do not suppose that anyone, unless he be a fool or a fanatic, would contend that the sexes are equal, when the laws of nature, visible throughout the animal world, contradict such contention. What may be the result of the change we ought to know ere long. Nor will the keen competition for schools, the result of

the superabundance of candidates, tend to elevate the "moral tone" of the profession any more than the excess of doctors and lawyers has tended to elevate the "moral tone" of the ancient and honorable professions of medicine and law, a "tone" notoriously lower than it was a quarter of a century ago.

Suspension of teachers.—I have never suspended a teacher for immorality, nor has a charge of that kind, so far as I can remember, ever come before me. Some years ago, at intervals, three were advised to leave the county and did so. I can not say how many of our teachers are "abstainers," but I have not, for many years, seen a teacher here under the influence of drink.

School discipline.—This, I think, is less difficult than formerly. The state of the schools in this respect, throughout the inspectorate, is generally excellent. The usual forms of punishment prevail—deprivation of privileges, detention, reproof and, as a last resort, the strap or suspension. The methods adopted for the moral improvement of pupils are various, each teacher having, in addition to the ordinary and stereotyped ones, some peculiar to himself. Children are taught that "Truth is great and will prevail," that the good alone are great, that every sin brings its own punishment. Appeals are made to their sense of honor, their sense of right, and their attention is directed to the great exemplar "Who went about doing good." This teaching is both direct and indirect. I am inclined to think, though I am not positive, that all our teachers belong to some Christian church and that most of them teach in a Sunday school.

Regulations re religious instruction.—These are generally observed. The schools are opened and closed in the prescribed manner, with Scripture reading and prayer, and these exercises are, so far as my observation goes, conducted with due reverence. They can not fail to be helpful from "a moral and religious standpoint" under teachers who are themselves what teachers ought to be. To authorize teachers to give direct religious instruction by the exposition of the Scripture lesson would, I think, be a grave mistake, and would inevitably arouse religious strife and give no end of trouble. So far as I know, trustees and ratepayers neither demand nor desire the extension of the time now allowed for religious exercises.

I am sure that teachers and trustees are quite willing, at the proper time, to allow clergymen to visit their schools and talk to the pupils. They are *ex officio* visitors, but they rarely avail themselves of the privilege, a fact that goes to show that they are, as a body, content to leave things as they are, in so far as the moral and religious training of the boys and girls in the Ontario schools is concerned.

COUNTY OF BRUCE—EAST.

W. S. Clendening, Esq., Inspector.

The relation between teacher and pupils is very much improved within the last twenty-five years and quite a change has taken place in the kind and amount of punishment. Formerly there was almost a chasm between them, which latterly has been bridged over by sympathy and a more home-like feeling exists. There seems to be less disposition on the part of the child to transgress and greater wisdom on the part of the teacher to prevent transgression. The teaching is also based upon more correct principles, which increases the interest and lessens the drudgery.

As a natural consequence, truancy is of rare occurrence and stripped of much of the romance which used to be attached to it. Respect is also paid to the feelings of the teacher and seldom are practical jokes played, as in olden times, to the annoyance of the teacher and for the amusement of the school.

Corporal punishment has been rapidly on the decrease. When used, it is much milder than it used to be; and it is considered a serious weakness to have to resort to it

frequently, and some teachers scarcely use it at all. The punishments mostly employed are—recording discredit marks, impositions, loss of recess, remaining after 4, sitting alone and corporal punishment; but in many schools punishment is reduced to a minimum, and gentleness and appeals to the child's better nature have taken its place to a great extent.

More harmony exists among the pupils themselves; fewer disputes arise, and, generally, they are settled without resort to severe measures. Fighting, which is not now of frequent occurrence, has been robbed of the heroism formerly attached to it and is looked down upon as a brutal way of settling disputes.

I cannot say whether truthfulness is on the increase or not, but I observe quite a marked change respecting honesty at examinations. Some years ago I found strict supervision a necessity in order to prevent the pupils from copying, but irregularities in this direction are so rare of late that I am a little surprised when they do occur.

Advancement has been made in general refinement among the pupils of this district during the last twenty-five years. At the beginning of that period quite a large portion of the district was comparatively new and less attention was paid to taste and refinement than is the case now.

Pupils are seldom boisterous on the road and do not often interfere with the travelling public, but I think there is less respect for age and position. The commonest school offences are, perhaps, lying, idleness, fun at improper times, quarreling and neglect of work assigned, but, really, in many of the schools they are not common at all.

No teacher has been suspended during the past year for immorality, and the moral tone of our teachers is almost all we could desire, and very seldom is anyone guilty of a serious irregularity. There are exceptions, but, as a rule, the example of the teacher is healthful, both in the community and school.

In the matter of temperance, great advancement has been made. It is a rare occurrence to see a teacher the worse of drink, and only a small percentage are not total abstainers. Nearly all are church members, and quite a number are teachers in Sabbath schools.

The small amount of moral instruction and direct effort to develop character is, perhaps, the greatest lack in our excellent school system. So much attention has to be paid to limit tables and preparation for examinations—the teachers being goaded on by public opinion often contrary to their better judgments—that direct moral instruction is generally set aside. I think considerable indirect moral instruction is given through reading lessons, daily incidents and tales on Friday afternoons. Some teachers think their duty is discharged when they look after the intellectual well-being of the child, but there are others whose feeling of responsibility also embraces physical and moral education.

I sympathize with the supporters of Separate schools in their desire to combine religious instruction with intellectual advancement, but if such is impossible without destroying our Public school system, I would say let religious instruction be excluded.

Is it impracticable to have instruction in morals, Bible history, and some of the fundamental principles of religion common to all Christian denominations? The opening and closing exercises are almost universal and conducted reverently by both teacher and pupils, but with what effect I cannot say, but I believe they are beneficial. I am not aware of any instance where extension of time for religious exercises has been requested by either trustees or ratepayers.

I do not think there is opposition on the part of either trustees or teachers to clergymen visiting the schools and speaking to the children, but I know there are clergymen who feel a delicacy in doing so. The clergy make no use of the privilege granted them in the regulations to give religious instruction after four o'clock.

By making selections and avoiding all points of controversy, I think the Bible could be used and explained by the teacher and would exert a healthful influence upon the character of the rising generation.

COUNTY OF BRUCE—WEST.

Alexander Campbell, Esq., Inspector.

Truancy.—So far as I can ascertain, there is very little truancy and it is confined principally to villages and towns. It is true that rural schools suffering severely from irregular attendance, are calling loudly for a stringent law on compulsory attendance ; but irregular attendance is not caused by truancy. It is caused more by indifference on the part of parents and by weakness in yielding to the whims of children who are not very anxious to go regularly to school.

Quarreling.—It is very seldom that we hear of serious quarrels among pupils, and they appear to be more courteous towards each other than they were some years ago.

Refinement, etc.—There is certainly a remarkable improvement in the manners of the pupils, and they are also much more tidy and cleanly in their personal habits. It is very seldom that any pupil uses improper language on the playground or on his way to and from school. Pupils are not so boisterous as they were twenty years ago. There are some exceptions, but whenever we find any pupils using improper language or guilty of rude conduct, either in the playground or on the highway, it is a sure indication that the school has fallen temporarily into the hands of a weak disciplinarian. A teacher that is weak in government is a source of serious injury to any school.

Truthfulness and Honesty.—I find steady advancement among pupils in straightforward manliness and adherence to truth and honesty, but much remains to be accomplished, both by parents and by teachers, before we reach a proper standard. Whatever is the cause of it, there is a lamentable amount of dishonesty among some children, even yet. This is very noticeable when they try to get credit for work to which they are not entitled, or when they try to escape the consequences of some offence which they have committed. No doubt a great deal of this can be traced to defective home-training. Copying is very prevalent in some schools, and it requires the greatest vigilance on the part of the teacher to prevent it. It is satisfactory, however, to note that a very large number of the pupils can be fully trusted, even when the teacher is not present.

I am much pleased to be able to report that the moral tone of the teaching profession has improved considerably since I became Inspector. It is now a very rare thing to hear of a teacher being under the influence of liquor. In the past I was obliged more than once to reprimand and warn teachers on account of reports of inebriety which reached me. I think that probably two-thirds of the teachers are abstainers from alcoholic drinks.

Members of Churches.—Probably about half of the teachers belong to some Christian church as members in full communion, and all the teachers are either members or adherents. I know many teachers who are regularly engaged in Sunday school work.

Discipline.—Most of the teachers are good disciplinarians, and can easily control the school with very little corporal punishment. In our best schools corporal punishment is very seldom resorted to.

Moral Instruction.—Perhaps there is not quite as much moral instruction as there should be, because teachers very properly guard against anything that might appear like lecturing or sermonizing. There is, however, a laudable effort made to direct the attention of pupils to what is high and noble in human character. We have been endeavoring to practise incidental teaching as extensively as possible. We find it very valuable in drawing attention to the important elements which must be cultivated in order to attain a noble character. A few words may occur in a history lesson, or in a literature lesson, which may form the basis of an important lesson in ethics. These talks are necessarily very short, but no doubt they are followed in many cases by beneficial results. In nearly all schools, the teachers, by means of conversational lessons, give instruction in the laws of health, including the injurious effects of alcoholic drinks and the use of tobacco, on the various parts of the body.

The regulations in regard to religious instruction are carried out in nearly all the schools. There was only one school in 1896 which did not follow the regulations. So far as I can judge, these exercises are conducted reverently and are very helpful from a moral and religious standpoint. If in any case the teacher's moral character should be of a low order, it would be better to discontinue the religious exercises until he leaves the school. There is no demand at present from trustees or parents for an extension of the time allowed for religious exercises, or for direct religious instruction by the exposition of the Scripture lesson. Many of the parents seem to think that the majority of the teachers are not qualified to give suitable religious instruction.

While some of the teachers are well qualified to give religious instruction and to expound the Scripture lesson without giving offence to anyone, I have no doubt many of our teachers throughout the province are incapable of conducting such a lesson without arousing religious strife. To conduct such a lesson properly requires great skill and judiciousness on the part of the teacher. Some are naturally very aggressive and do not possess a sufficient amount of self control to prevent them from teaching denominationism instead of religion. In addition to the present regulations regarding religious instruction, a suitable book on ethics, compiled in simple language and embracing our duty to God and man, would be exceedingly helpful in training the young in the paths of wisdom and virtue. Such a book might be used as a regular text book in our schools and would be productive of the most beneficial results.

I have no doubt teachers and trustees would be glad to see clergymen a great deal oftener in the school-room to give valuable advice to the pupils. From the very nature of their office and from the important position which they occupy, clergymen are sure to be kindly and courteously received by pupils and teachers.

COUNTY OF CARLETON.

Archibald Smirle, Esq., Inspector.

Educational progress in this inspectorate has been very marked in many respects. In previous reports your attention has been drawn to the improved accommodation—large airy rooms, modern furniture and equipment. I have also noted the facts that our teachers are better qualified for their work, perform it more efficiently, and so far as the progress and attainments of the pupils are concerned, produce higher and better results than formerly. I now purpose looking briefly at a different phase of school work, but, certainly, not a less important one, viz., the development of the moral and religious character of both pupil and teacher.

In forming a judgment upon questions of this nature, one must be guided largely by the moral aspect. Religion is a thing of the heart, and its presence or absence is not always manifested by external acts; nor do outward manifestations always indicate the presence of deep seated religious feeling.—therefore, if pressed for an opinion, I should say, in the matter of religion—more of sincerity, less of orthodoxy. It seems to me that the tendency of modern teaching is not to strengthen faith. The reasons for which we search so diligently, and without which we teach and are taught not to admit the truth of any proposition, are not so readily seen when we ascend to the higher plane of thought; and the vain search for such has lead many a well-meaning person into a very unsettled state of religious belief. Therefore I should strongly urge that the old land marks,—“Reading of the Scriptures,” “Repeating the Commandments,” “Opening and closing with Prayer,” be left not only undisturbed, but that they receive a foremost place on the programme of studies, and that the teacher be allowed a discretionary power, at least, as

to whether he shall comment upon the passages read, with a view to the moral and religious culture of his school—always avoiding the introduction of such matter as might give offence to those holding religious views differing from his own. Most of our teachers—in fact all in this county—are either members or adherents of some branch of the Christian Church, and I think can be safely entrusted with this power. Many at the outset would approach the object with timidity, but the example of their more courageous brethren, and the good results sure to follow such a course, would cause an awakening in the matter, and as I believe, the great majority would soon be found as much interested in this as any other branch of study in the course. If the Sacred Volume were studied simply on account of its literary and historical value, what a wealth of love it would unfold, and to what an extent the field for the moral improvement of the school would be enlarged. The refining and elevating influence of the reverential reading exposition of the Scriptures, cannot be over-estimated. So strongly am I impressed with this fact, that I should be prepared to advocate the placing of Sacred History on the school curriculum, and requiring teachers to give the same prominence to the Scripture lesson, which should be more freely interspersed throughout the Readers, as is given to other literary selections.

On the moral aspect of the profession, I feel that I can safely say it is steadily improving. This view is borne out by the deportment of our teachers, and strengthened by the character of their teaching and the effects upon their pupils. There is no other class in the community, save the clergy, from whom so high a standard of morality is exacted, as from teachers. They are not only expected to be foremost in every good work, such as the Sunday School, the Prayer meeting, the Bible class, etc., etc, but it is demanded of them that they be men and women of sobriety, temperate in all their habits, that they eschew bad company, and shun the very appearance of evil. They must have absolute control of their passions, and be capable of exercising an unlimited degree of patience. With such a standard what may we not expect? It would be a remarkable thing indeed, if the moral tone of our schools was not far in advance of that of any previous decade. The civil servant, the doctor, the lawyer, even the statesman, are not under such restrictions. Offences that are readily overlooked in other callings, will drive a teacher from the ranks—cancel his certificate. It were well for the moral progress of the community at large, if the teachers' code applied to all aspirants to positions of public trust. Of course teachers have not escaped the wave of "free-thought," that is at present passing over the religious world; but it seem to me they are the better for it. A more charitable and tolerant spirit is being developed—a disposition to regard all men as brothers, and God the Father of All.

With respect to pupils I think it may be safely said, that a higher sense of moral duty prevails. This conviction is strengthened by such facts as the following:—

"There is less profanity in the play yard—more respect for the rights of others—a tendency to fall in with the views of the older and more experienced—less destruction of school property, and altogether a higher standard of taste in dress, care of grounds and decoration of the school room. Even the poorest buildings are brightened by mottoes, pictures, and as long as the season will permit, a goodly display of house-plants. Quarreling and fighting are greatly on the decrease—in fact, such an occurrence as a "fight" amongst the pupils of our rural schools, is seldom heard of.

2. The conduct of pupils on the public highway is not so generally bad as it used to be. The children usually pass quietly along the road to and from school, unless their rights are interfered with. Of course the time-honored custom of boarding the farmers' sleigh, even without his permission, has not been entirely abandoned; but the use of abusive language when ordered off, and pelting the driver with snow-balls, are not indulged in unless the provocation be very strong. As a rule the children are not so polite either on the street or in the school room, as one would wish to see them; but the fact must be borne in mind, that the home and its associations have more to do with such matters, than the school. Politeness must become a habit before it will sit gracefully—hence the teacher's little effort is frequently obliterated by conditions at home, totally un-

favorable to progress in this direction. There are indications of improvement however, but it appears to be more an outcome of better and more luxurious homes, than a product of school training.

3. The almost entire absence of truancy, disuse of corporal punishment, in our rural schools, are also indicative of a healthy moral atmosphere. This state of things has not been brought about by the "Compulsory Act," nor by increased watchfulness, but, I conceive by a higher sense of duty to self, and respect for authority.

4. Untruthfulness, dissimulation and deception, although perhaps the most common school offences, do not prevail to so great an extent as formerly. These vices show themselves most frequently in the preparation of homework, the copying of exercises and prompting during the recitations. Whatever advance has been made in these respects, I attribute to the combined effort of teacher and parent, followed by the blessing of Him who said: "I am the Truth." The fact that pupils are much more easily controlled than in past years, is due largely to this higher sense of moral duty so strongly impressed in the Public School. The rod, a thing seldom resorted to now, could scarcely have achieved this, even in part, as its tendency is to confirm these habits rather than to reform them.

On the whole, when we recall to mind the character of the public school of twenty years ago, the nature of the offences then committed, the punishments that followed, and the thoughtless and ineffective manner in which these were administered, I think we have reason to congratulate ourselves upon the present state of affairs.

In working these reforms both direct and indirect means have been used. The gems of thought, that we find so profusely scattered through the Readers, afford an excellent opportunity to impress the minds of pupils with many of the most useful lessons of life, and this opportunity has not been allowed to pass unimproved. In the government and discipline of the school is found another means of moral instruction, which our teachers have not been slow to take advantage of. They recognize the fact, that discipline to be effective must be rational. Perhaps the most powerful force in the school room for good or evil is the example of the teacher himself. To succeed in making lasting impressions, we must ourselves, be the embodiment of what we would have others become. In this respect we have not yet reached the top round of the ladder, but we are on the ascent.

As to the religious bearing of public school life upon the character of the pupil, I can say very little. It is but reasonable to expect, that the exercises of such moral forces should give a strong bias towards a religious life; and should there be less of genuine piety in the succeeding generation than in the present, or in the preceding, we must look for the cause somewhere else than in the Public School.

COUNTY OF DUFFERIN.

Nathaniel Gordon, Esq., Inspector.

I am happy to report that truancy in rural sections has almost ceased to exist, and I rarely hear of a case in towns or villages. Quarreling is not so prevalent as it was, but I see much rudeness in pupils not only on the school grounds but also on the road going and coming from school, particularly when beyond the influence of the teacher and even in the teacher's presence at times. Some teachers when school is dismissed at noon, etc., seem to pay no attention to the conduct of their pupils, but I am happy to state that these teachers are in the minority.

There is a marked improvement in the personal appearance of the pupils in regard to cleanliness and the appearance of their clothing. I scarcely see a pupil now untidy,

but there is not the same improvement in regard to their manners when they are brought in contact with strangers or when they think they are unobserved by the teacher. I hear a great deal of slang used by many of them, particularly in the small villages and towns, which is looked upon many times by their seniors as smartness.

With Respect to Teachers.—At no time in my experience as an Inspector could I say that the moral tone was bad. There have been rare instances, but for a number of years I have not heard of a single one, and in fact only three or four in the past sixteen years. No teacher has been suspended for the past five years. There is only one teacher in the county at present that ever tastes liquor to my knowledge, and he has not been in a school now for more than a year.

I do not think corporal punishment is on the increase, but I find the strap often concealed in the teacher's desk which I am frequently informed is there more for a preventative than a cure. Children are more easily controlled than formerly, which might be expected, as in many of the schools rarely is a pupil to be found above twelve or fourteen years of age. With regard to the methods employed to promote morality I think indirectly example is the one most successfully used.

I am unable to say what proportion are connected as members, but so far as my knowledge goes they all are either members or adherents of some Christian church, and many of them active workers in the Sunday School. The teachers follow the regulations in regard to religious instruction, but these exercises are not received by the pupils as reverently in many cases as they should be, but on the whole I regard them as helpful to the majority of the pupils.

I am afraid that religious strife would be engendered in many sections if the teacher was authorized to give an exposition of the Scripture lesson. This in a great measure would depend on the good sense of the teacher who might do a great deal of good in that way, but I am afraid many teachers would soon give offence even in a section entirely Protestant.

I never in my experience have heard of a case in which either trustees or ratepayers demanded an extension of the time for religious instruction, and it is a rare instance that the ministers of the gospel even in their own neighborhood spend a half hour in the school for religious instruction to pupils of their own persuasion.

I believe our teachers and trustees would at any time give clergymen a cordial reception if they wished to instruct the children of their own persuasion as per regulations. I have never heard of a clergyman being refused the privilege.

COUNTY OF DUNDAS.

Arthur Brown, Esq., Inspector.

Considerations with respect to pupils.

Truancy.—There is little of this in rural schools, but in village schools it seems to be on the increase. This is due to lack of truant officers. The Act affixes no salary to the office, but it does provide severe penalties for neglect to discharge the duties of it. The salary, when any has been offered, does not appear to have been such as would induce any one to accept the position with its attendant responsibilities. If truant officers have been appointed in this county, notice of such appointments has not reached me.

Conduct.—During the past fifteen or twenty years there has been a marked improvement in the manners, habits, amusements, refinement and morality of the community. The children, as a matter of course, show similar advancement. There is no doubt that

they are less rude, more mannerly, more submissive to law and order, and show more self-control. A more hopeful sign is the increased affection and respect they entertain for their teachers. It follows that discipline is less difficult, and far less need exists for the exercise of corporal punishment.

The improvement in the tidiness and neatness of their personal habits is perhaps not so marked. There is a close relationship between these and their surroundings in the school house and grounds, and more time is required to develop character along these lines. Teachers are showing very commendable attention to this matter as regards both themselves and their pupils.

The more common offences are tardiness, lack of application, destructiveness. More rare are violent opposition to authority, profane language. Lying is still rarer than profanity, probably from the general opinion that the former is more *disgraceful* than the latter. Leading teachers with whom I have conversed assure me these offences are becoming less frequent, and my own observation confirms their testimony.

Considerations with respect to Teachers.

Moral Tone.—The same causes that have advanced the intelligence and morality of the people generally would contribute to a similar advancement with respect to the teachers. Under so rapid a change in the *personnel* of the staff of teachers as an average professional life of between four and five years implies, it is a question whether we can expect the moral status of the teacher to be much in advance of the community at large. I do not feel at all sure that trustees are more careful than formerly to inquire concerning the personal worth of the teacher whom they propose to employ. But one case of suspension in nineteen years is a pretty good indication as to the general reputation of the teachers of this inspectorate. The male teachers form about 47 per cent. of the whole, and 70 per cent. of these can be classed as total abstainers from alcoholic drinks. The number who are free from the tobacco habit is smaller, I regret to say, for the example of the *smoking* teacher does more harm than that of the drinking one.

It has been already stated that there is less need for using corporal punishment. The introduction of drill, motion songs, tactics, the practising of uniform movements, inculcate habits of obedience, and the teacher's study of child disposition and mental development leads to more rational methods of discipline. Reports to parents, private reproof, public admonition, deprivation of privileges, are the more common forms of punishment. The authority to inflict corporal punishment not unfrequently obviates the necessity for exercising it. The violation of nature's laws brings *painful* and sure reminder, and a good flogging is sometimes far kinder to a "hard case" than dismissing him from school. It is the rule with most teachers to be as sparing of "the rod" as possible.

The inculcation of good morals is rather incidental and indirect, making use of the reading and historical selections, the occurrences of the playground and the neighborhood, biographies of great men, the example of the teacher for this purpose.

About half of the teachers belong to some Christian church, and probably twenty per cent. are teachers in the Sunday school. In most cases the schools are opened and closed with the authorized religious exercises, the exceptions being where the teacher has some conscientious objection. In the instances in which these exercises have come under my observation, I have been impressed by the serious and reverent demeanor of both teacher and pupils, and I believe them to be promotive of good.

To go beyond this, and require the teacher to give exposition of Scripture lessons would, in my opinion, be a very grave mistake. I shall mention but two reasons why I think so :

1st.—In this county, as in many others, some sections are almost wholly Protestant, others almost wholly Roman Catholic, and others mixed. Up to the present great care has been taken by each side to avoid offending the religious convictions of the other. Protestant teachers are employed in Roman Catholic sections and *vice versa*, all live

together in friendly neighborhood, and there is not a separate school in the county. To introduce direct religious instruction as proposed would put an end to this peaceable state of affairs, and introduce division and dissension.

2nd.—Just as soon as teachers begin to comment on the Scriptures, denominational strife will begin. In most cases the first question of trustees would not be "What is the professional ability of the teacher?" but "To what church does he belong?" Not only so, but the very election of trustees would be made a matter of sectarian strife. It would be the first step towards breaking up our public school system and the introduction of denominational schools, without system or uniformity, with less efficiency but greater expense, and with school bounds so wide that anything like the present attendance would be impossible.

I presume the question, "Do trustees and ratepayers demand the extension of the time now allowed for religious exercises?" refers to section 100 of the Regulations, relating to religious instruction by the clergy. If so, I reply that so far from any such demand being made, there is not a single case, to my knowledge, in which a clergyman has taken advantage of the opportunity already offered for this purpose. One instance, indeed, has come under my notice in which a clergyman desired to have the children for religious instruction, but when informed that only those of his own denomination could be detained, he declined the task, as he already had them at the Sunday school.

Teachers and trustees gladly welcome clergymen as school visitors, and are pleased to give them opportunity to talk to the children, and I think they are coming to exercise more frequently their privileges in this respect.

To conclude—the millennium is not yet. It cannot but be expected that there will be some teachers whose influence and example are not all they should be. But there are many who realize the importance of their task, whose example and counsel are an inspiration to their pupils, and whose labors go toward making not merely intelligent, but good and useful citizens.

COUNTY OF DURHAM.

Report of W. E. Tilley, Esq., M.A., Inspector.

In considering the influence of the school in the moral training of the child, we must guard against the too common error of placing the whole responsibility of such training on the teacher. Home is the proper sphere of moral training, and any system of education which seeks to ignore this authority must be bad in principle and inexpedient in practice. It must also be remembered that the parents in rural sections, have at least five years the start of the teacher, and on them must rest very largely the responsibility of "Training up of the child in the way in which he should go." The moral faculties manifest themselves much earlier than do the higher faculties of the intellect, add hence the child may be considered to some extent at least as either *won or lost* before he enters the school room, and even after the school life of the child begins, the time he spends under the teacher's eye is short compared with that which is spent in the environments of home.

We have no wish, however, to minimize the influence of the School and the teacher in the moral training of the young. In the eyes of the true teacher no child, however faulty his early training may have been, is looked upon as *lost*; and it is a matter for thankfulness that early influences, no matter how vicious, cannot continue to hold down a soul that becomes filled with aspirations for a higher and nobler being. The current of the evil tendencies of humanity can, under proper influences, be diverted into right channels. The wise teacher recognizes this, and makes it his constant aim to so suppress or direct the passion of anger, hatred and revenge, if such be found in his pupils, that

they may give place to or become characteristics of gentleness, forbearance and mercy ; and thus instead of being sources of perpetual misery to their possessors, may, on the contrary, diffuse joy and gladness throughout their whole lives.

As a people we owe much, and the future will owe still more, to our Model and Normal schools for providing our rural schools with teachers properly instructed and trained in the true principles and practices which underlie sound education. At these schools the future teacher studies, discusses, and to a certain extent, puts into practice, methods of government and management which tend to stimulate and develop all the elements of the child's better nature ; and thus to lead the child ultimately to the easy observance of such cardinal virtues as truthfulness, honesty, punctuality and kindness. The teacher who has been trained in the proper management of the children, knowing that the fear of punishment, the desire for gain, and love of approbation, are the great causes of falsehood, deceit and dishonesty, will use the greatest care and watchfulness to detect what may be the child's times of special temptation to err, and will use his best endeavors to lead the timid, the ambitious or the sensitive child in ways unobserved by him or his class mates, around difficulties which without such leading would in all probability land him in some disastrous pitfall. The judicious teacher who understands his pupils will endeavor to place safeguards on both sides of their pathway. On the one side he will not allow his pupils to think that he suspects them capable of wrong-doing, and on the other, by close and timely oversight will ward off temptations which otherwise might cause the pupil to stumble and perhaps to fall.

A word of warning may be permitted here along one line of educational effort which has of late years become somewhat prominent—some say much too prominent, but for myself, I do not see how we are to maintain our present high standing educationally, or to make any material progress without it—I mean our net-work of examinations. The danger to which I refer is not, in my opinion, so great in our educational system, but there is real danger in all departments unless great vigilance is exercised by those in control. The seeds of deceit and dishonesty are easily sown, and if allowed to take root become stubborn plants to eradicate. It is now all but impossible to step forward in the educational career without passing an examination. The ambitious teacher with, it may be, the best intentions, is liable to use the examinations at the end of the term as a spur in almost every lesson throughout the term. Naturally the pupils are led to believe that failure at the examinations is the greatest disgrace that can possibly befall them. Thoughtless parents are apt to lend their influence to increase this feeling. The pupils perhaps, being a little beyond their depths, and, it may be, somewhat hampered by over many studies, from a fear of disgrace, a desire to make a step forward though not quite ready for it, or a natural love of approbation, especially that of teacher and parent, make use of means to pass the examinations that do violence to their conscience and tend to undermine their integrity. It must be recognized, however, that the danger to which I have referred does not necessarily call for the removal of such times of temptation from school life. The great business of education cannot have full play without opportunities calling into action every faculty of child nature. The true purpose of education is not to weaken nor to eradicate any of the faculties, but to direct them towards their proper objects, to foster what is good and to check the development of that which tends to evil.

In no particular do the schools of to-day compare more favorably with those of the past than in the more kindly feeling between the teacher and the taught. It is seldom that corporal punishment is now resorted to in the school room, and such offences as quarreling and truancy are much less common than in former years. Pupils, generally, are imbued with kinder feelings and more refined tastes, and as a consequence, are more considerate of the comforts of the teacher, more courteous to each other and more humane to dumb animals. Even in the great central pillars of school room, domestic and national virtues, truthfulness and honesty, there is, in my opinion, a gradual improvement as the years pass. Evidently it would be as unfair to claim for our schools all the credit for improvements in, as it would be to place on them all the responsibility for the short-

comings of society. We believe, however, that our schools have played, and that they will continue to play no unimportant part in raising society to a higher plane not only intellectually but also morally.

A large proportion of our teachers are active workers in one or other of the various fields of Christian effort. As teachers in Sunday Schools, as active members of young people's societies in connection with the various churches, as members of temperance lodges, they are as a rule, leaders in their respective sections. On my official visit to the schools of this inspectorate in 1892, among other questions asked each teacher, were the two following: (1) Do you use tobacco? (2) Do you use liquor as a beverage? Out of over one hundred teachers in our rural schools, only six admitted that they used tobacco, and two that used liquor as a beverage, and these claimed to use it very moderately indeed. At the present time I know of no teacher in our rural schools who uses either tobacco or liquor, but as teachers so frequently change, I can, of course, speak with no degree of confidence as to the present, number until I have completed my first round for 1897.

The regulations regarding religious instruction are very generally carried out, and, so far as I have been able to observe, they are being conducted reverently and devoutly. The pupils usually join in the reading of the Scriptures, and with bowed heads repeat the Lord's Prayer after the teacher. Where properly conducted, the religious exercises are very helpful to both teacher and pupils, and the teacher who does not conduct them in such a way as to be helpful, suffers a loss himself and fails in his responsibility to his pupils. While in thorough sympathy with the religious instruction as at present authorized, I am strongly of opinion that any attempt at direct religious instruction by the exposition of the Scripture in our public schools, would be an unwise step. So far as I know the trustees and ratepayers are in full accord with the present regulations, but I know of no demand for any extension of the regulations in the way of giving religious instruction in our schools, either more time or greater scope. The trouble with the dishonest and vicious is not so often their ignorance of the true and the right, as their failure, through neglect or evil example, to have formed those habits of thought and action which would enable them to live up to their knowledge. It is not to the critical study of portions of Scripture, nor to the stated lecture, that we must look for moral improvement. Rather would we place our confidence in the quiet suggestion, the gentle reproof, or the kindly word of the loving sympathetic teacher. The opportunity comes with every lesson and the child day by day becomes more self controlled and stronger to resist the wrong and to do the right.

COUNTY OF ELGIN.

Welbern Atkin, Esq., Inspector.

A much larger percentage of teachers, than formerly, is able to make school life interesting and attractive, and consequently fewer pupils have that dislike for the monotony of the school which suggests truancy as an escape.

As there has been advance in the social relations of the people so there are better social relations among the pupils, shown by fewer disagreements and quarrels. Pupils are coming to recognize the rights of others and look upon the teacher less as a task-master and more as a friend and guide. They are, therefore, generally courteous and kindly in their attitude towards him, dreading more his disapproval than fearing punishment for wrong doing. The opinions of their fellow pupils in no small degree assist in the discipline of children at school. These same conditions result in greater courtesy to one another and more humane treatment of the helpless. While children are noisy in their play they are freer from saucy uncouthness.

All children are not truthful and trustworthy any more than other people; but cases of such offences are not numerous.

Corporal punishment has very generally given place to more reasonable and humane methods of discipline.

The personal appearance of pupils is in keeping with the taste for neatness, developed in the people.

Only occasionally, one meets with pupils lacking in that refinement of manner which should be developed in the school. Often, the self confidence in children, due to early development, is mistaken for forwardness or "bad manners."

I have great satisfaction in reporting progress along the lines indicated in the circular from the Minister of Education.

The moral tone of the teaching profession in Elgin County is of a high order. I believe all our teachers are total abstainers from alcoholic drinks. A great majority of them are members of a Christian church and teach in a Sunday school. Their conduct is of such a character that I have not had occasion to suspend a certificate.

Our teachers are constantly in search of effective methods of discipline, other than corporal punishment. The moral character of the teacher is helpful to his pupils.

Although there is no special time set apart for moral instruction, every opportunity is taken advantage of to contrast the results of right and wrong conduct; so that children may have an appreciation of righteousness and realize the disappointment and dissatisfaction resulting from wrong doing.

We have a large number of teachers whose lives and work are having a remarkable influence for good on the characters of both pupils and other residents of their sections.

The regulations regarding religious instruction are complied with. In most cases these exercises are performed reverently.

Some teachers make these exercises helpful to the children, morally; but it depends on the teacher.

A great deal is being said in reference to direct religious instruction in schools, but there has been no satisfactory test as to how it would succeed. There are some teachers it would be safe to authorize to give religious instruction. The great majority of our teachers are young, and because of their inexperience, their religious teaching might raise sectarian strife. This question might be tested by introducing religious instruction into the County Model Schools where only competent teachers would therefore be called upon to teach this subject. It would not be long before the majority of teachers would have training in the best methods of presenting the subject and by that time the Department would be able to decide as to the wisdom of introducing it into all the schools.

I have not heard of any demand from teachers or trustees for more time for religious instruction. Both teachers and trustees are willing to allow clergymen to visit the schools and talk to the children.

COUNTY OF ESSEX—NORTH.

Theodule Girardot, Esq., Inspector.

So far as I can see, I am glad to state that truancy is decreasing, and quarreling is less frequent than it was ten years ago. Pupils are certainly more courteous to each other, and more humane to dumb animals. They seem to be less boisterous on the public highway, and more truthful and straightforward in school, on the playground, and in general more to be trusted out of the teacher's presence. In general they are easily controlled without corporal punishment, and more disposed to consider the comfort of the teacher. In their personal habits they are more tidy and cleanly, and more refined in their manners. The commonest school offences are: arriving late at school, whispering during school hours, borrowing from one another, leaving seats without permission, lacking in care of school requisites, and sometimes making false reports to parents.

Considerations with respect to Teachers.

The moral tone of the teaching profession has, without a doubt, greatly improved since I am inspector. I am glad to say that since several years I have not been obliged to suspend any of my teachers for immorality. All but three or four abstain from alcoholic drinks. Corporal punishment is decreasing, and school discipline is less difficult than formerly. The kinds of punishments prevailing are: the keeping of pupils after school hours or during intermissions, depriving them of credit marks, etc.

The methods adopted for the moral improvement of pupils are weekly instructions on morality, and games which prevent pupils from congregating in small groups, also a great strictness in forbidding familiarity between the sexes.

Moral instruction in the school is mostly indirect, with an appeal to the honor of the pupils and to their hearts, which should love virtue above all. Personal observations are made privately, it being the best way to prevent bad feelings and to show the offender that no matter what the offence may be, there is always a chance to become better, if there is a will to do so.

All teachers in my inspectorate are Christians, and several of them teach in Sunday schools.

Regulations regarding religious instruction are faithfully followed and reverently conducted. I certainly consider them helpful from a moral and religious standpoint, and do not think they could arouse religious strife in authorizing teachers to give direct religious instruction by the exposition of the Scripture lessons, so long as the parents do not object.

So far as I know, trustees and ratepayers have not demanded extension of the time given to religious exercises.

The moral character of the teacher is a great help to pupils.

Teachers and trustees have not the slightest objection, and are even glad to have a clergyman visit their school and talk to the pupils.

COUNTY OF ESSEX—SOUTH.

D. A. Maxwell, Esq., M.A., LL.B., Ph.D., Inspector.

Believing that the wealth or the power of a nation does not consist in its material possessions but in the worth of the individuals composing it, and that personal worth consists in power of thought and in power to decide and to act wisely and rightly, civilized peoples have been led by their political instincts to seek the best possible system of instruction to fit their youths for citizenship. In addition to home and private instruction, there has been organized public instruction, for the foundation and the support of which the people have willingly taxed themselves in large sums, in varying personal contributions for the maintenance of the institutions, of their respective sects, or communities of opinions or beliefs, and in more uniform taxation required by the more inclusive national schemes. Observations show that there is not in all homes the ability or the disposition to discharge efficiently the duties incumbent on the parental relation. The home is in sad need of reorganization. It still does and will continue to train a few in high ideals of life, but the vast majority are left to their environment, or to haphazard influences for the development of their nobler powers. The church through its various branches may have the capacity for training the youth within its fold, but great as its influence is, it is not far reaching enough to fashion the multitudes of children who never or very seldom attend its services, into citizens in whom righteousness shall be the controlling element. The preservation of society demands that every on-coming citizen shall be a contributor to the national worth, hence the compulsory educational law.

Whether the national system of instruction, maintained at great public expense, is doing its proper work, to the fullest capacity, in developing the highest type of manhood and womanhood, is a pertinent question, which for some time has had an increasing interest. In some quarters there has been an earnest demand for religious instruction, but there has been no agreement as to the content of the term *religious*, some urging, others opposing, the adoption of theologic or church dogmas. From other quarters the demand has been expressed as *ethical* teaching, but in this also there has been difference of opinion, the disciples of Bentham maintaining that "ethics at large may be defined, the art of directing men's actions to the production of the greatest possible quantity of happiness on the part of those whose interest is in view," others maintaining that it "has relation to the habit and the internal character of the soul." About this centre the battle has raged. The next change of expression substituted the term *moral* teaching, the hope being that the content of the term is such that all can accept it.

All may agree that every sane person has the power to distinguish between right and wrong; that his notions of right and wrong are referable to his understanding of the dictates of some being or beings inaccessible to his senses, but interested in the sentiments and actions of men; that the dictates of the Supreme Being manifested in the person of Jesus the Christ, are the best suited to all men in all ages and in all places, and consequently the sanctions for actions of the highest type; that this power of judging between right and wrong, and choosing the right in preference to the wrong is capable of development, and one whose development is desirable. The term religion may be applied to the belief and its resultant actions, and the term morals to the actions. It is upon this creed that all the institutions of this country are based. From this standpoint the Hon. the Minister of Education is correct in stating that "While intellectual power and acumen contribute to that end (the development of the highest citizenship) it is beyond question that the forces which lie at the foundation of the best and strongest character are moral and religious." If citizenship is to be continually improved and ennobled, these forces must be growing stronger and more effective. Only by making the thought clearer in the mind and then realizing it in action can the character be continually improved. Imparting instruction and affording means for exercising the particular power is man's duty; the illuminating of the mind to appreciate the content of the truth taught is the work of the Spirit.

Because of facilities for knowing cases of apparent dishonesty, unredeemed promises, broken obligations, violated trusts, commercial and official degradation have increased, many think evil is on the increase. Demagogues, in acknowledged ignorance of the condition of the schools of to-day, charge the seeming increase of evil to their inefficiency in moral training. We retort that these evils had their origin in the inefficient training of former years, in the false standards of right in the homes, and in the increasing lack of vigorous resistance to worldly encroachment within the churches. The question of submission or lawlessness, of truthfulness or falsehood, of deceit or honesty is decided for most children before they enter the public schools. The school is not the only force working within and upon the child during the school age. Even with the most punctual and regular in attendance, not one half of the working hours are passed under the teacher's care. Who can tell the home influences of many of them, their associates upon the street, the books they read? Despite the idle charges made, we assert emphatically, that it is not from the Public and High school rooms that the lounging squads of the saloons are recruited, or the street corners replenished. The order, the industry, the culture of the schools, although imperfect and indirect, are yet ever-present moral influences, that cannot be over-estimated.

Because of incomplete records and varying conditions, it is very difficult to make a comprehensive and accurate comparison of the moral sentiment, between pupils of to-day and those of twenty years ago. It is exceedingly difficult to reach conclusions drawn from a sufficiently large number of facts to make one's deductions satisfactory. The general statement that the moral attainment of children to-day is higher than it was twenty years ago, may be made, but when comparison is made in particulars the difference appears to be little, because the observer's position has advanced from what it then

was. The reason so many find fault with the morality of children is that they look for the morality of adults, forgetting or neglecting the fact that every child's morality begins in emotion, prejudiced by himself or by those whom he loves, and is therefore very variable.

In this inspectorate, pupils seem to have a higher estimate of their duties to themselves and to others. There is comparatively little truancy. During the year 1896 about two dozen out of nearly 8,000 pupils in the inspectorate, which includes the City of Windsor, were reported to me, but not half of them could be called confirmed transgressors. Only a few were culprits more than three times. While there is, and always will be, considerable boisterousness, caused by youthful spirit, and of disputations caused by misunderstandings and impulsiveness, yet instances of fighting are rare. Increased refinement is seen in kind greetings to one another, to teachers, to strangers and travellers, and to the aged. Exceptional cases occur, that are to be regretted, but they are not characteristic of the school population. Rudeness towards teachers is rare. I am quite of the opinion that when it occurs, the teacher has by some ill-timed, sarcastic remark been the transgressor. An intelligent pupil does not wantonly insult a respected, kind teacher. Tidiness and cleanliness have improved.

The chief weaknesses noticeable may be classed under (1) *Irregularity of attendance* for which parents or guardians are solely blamable. The advantages of the schools as a sources of information and culture are made secondary to the acquirement of wealth or pleasure. (2) *Heedlessness*, which is rather allowing attention to be engrossed with the matter in hand, or fixing the mind on a very limited number of affairs, so that the wider stream of events bring their consequences quite accidentally, than from an unwillingness to attend to required duties. This, in some instances, has grown into a habit of general carelessness, which induces nearly all the ends of stupidity. (3) *Rashness*, which differs from heedlessness, in that it is a hardy daring of consequences, seen or unseen. It is caused by passion blinding judgment, and appetite rushing to gratification in disregard of prudence. (4) *Lack of will power* evidenced by inability to keep steadily to one purpose, to subordinate feeling, to resist temptation. The force of the allurements must be reckoned with, in determining the amount of power the child possesses. The child must know what is considered *right*, have clear and sufficient motives to perform it, and then have the will-power, the self-control to comply with these motives.

During the nineteen years that I have been in charge of this inspectorate, there have been on the teaching staff only seven teachers who were drunkards or otherwise knowingly immoral. At present every teacher is under the tongue of good repute. I know of only three who are not total abstainers from intoxicants. Unfortunately some of the male teachers are addicted to the pipe or cigar. Personal cleanliness requires abstinence from such filthy stuff. I do not know how many teachers are church members, because it is not my business to know their church relations or party politics. About half of the staff are active Sunday school workers. Very few omit the religious exercises prescribed by the Education Department. There exercises are conducted reverently and are, more or less, according to the heart culture of the teacher, helpful in influencing the children to right doing. The community seems to be satisfied with the present regulations, and would look with disfavor on any attempt at regular exposition by the teacher. It is not belittling the attainments of teachers to say that the majority of them have not sufficient Bible knowledge to fit them for its exposition. Goody-goody talk can never develop manly character. Both teachers and trustees are willing to allow clergymen to address the children, provided they do not waste time. Some teachers remember that the half hour lecture time, was the appointed time for restlessness, inattention, and disorder, when the exhausted patience of the hearers found relief in whispered if not muttered complaint, from which wise men might have learned that it is not all of morals to moralize. The visits of clergymen at present are very, very few. I am not aware of any request for an increase of the time usually devoted to religious exercises.

Moral improvement is sought to be secured indirectly through (1) The teaching process and general management. The order, the industry, and the culture of the school, though indirect, are ever-present moral influences, which cannot be over-estimated. The ability to hold one's self uninterruptedly to any task may be developed into the power

of self-control for resisting wrong and for performing duty, and the power of judgment into capacity of distinguishing between right and wrong. Only when schools are under the control of selfish individuals, whose methods of teaching are unscientific and unaccompanied by sympathy with child life, is there failure to quicken those springs of action which are the sources of morality. (2) Through the unconscious influence of the teacher's life. The teacher alone can breathe life into the exercises of the school, and make all its forces effective in culture and growth. His influence is a power for good or evil to every pupil in the school. No moral precepts can be so efficient as his own conduct and learning. The heart speaks to the heart by its own signs, conveying thought not always well defined by the intellect. The pure, noble, God-fearing teacher's influence, unexplained by philosophers, but readily read by the child, controls his passions and desires and makes them subservient to noble ends. This is not an ideal condition but a present reality within this inspectorate, as it may be in others. It establishes the belief that with teachers inspired with noble ideals and in full sympathy with child life, the public schools may become an ever-increasing power for developing worthy character. (3) The social relations offer a fruitful field for the development of much that is best in character. Here a pupil finds the law of rights of others, and the necessity for a controlling power, a sufficient authority not merely to restrain and quell the wayward, but to secure the earnest and studious from unintentional interference. Here the pupil finds an impulse to manly courtesy, to womanly grace, and to mutual consideration and respect. Directly (1) By religious exercises of reading Holy Writ, and by prayer. When conducted wisely, devoutly and reverently, the Bible becomes the standard, the rule of conduct, and prayer a recognition of the sympathy, and authority of an Invisible Being inaccessible to sense. (2) By direct statement of rights and wrongs, as circumstances may give opportunity. (3) By presentation of noble examples, and high ideals, as set forth in prose and verse. (4) By song. How often the sullen countenance and the face blanched with anger have been made glow with a feeling of kindness, forgiveness or victory, as the song or hymn with its sweet and tender sentiments has been upborne by the glad concord of happy voices. Such an exercise does vastly more for moral development than any lecture, rebuke, or reading, even though it be from Holy Writ.

School management is much less difficult than in former years, a condition caused largely by the more common sense ways of dealing with children. Where the best results are obtained, the children and the teacher are not practically strangers to each other, but they have a community of interest. The upholding of authority by severity of tone and countenance, and by "the rod of correction" has given way, largely to control by kindness and sympathy, a recognition of rights and privileges, requests instead of commands, etc. Where much corporal punishment is resorted to, the fault lies in the teacher.

Some in teaching morals fancy they can make children moral by storing their minds with moral precepts and lecturing on the results of this or that course of conduct. Experience has proven the truth of Aristotle's saying:—"It is by doing just things that we become just, by doing temperate things we become temperate, by doing brave things we become brave." All teachers need to bear in mind Bishop Butler's thought:—"Drawing fine pictures of virtue in one's mind is so far from necessarily or certainly conducing to form a habit of it in him who thus employs himself, that it may even harden the mind in a contrary course, and render it gradually more insensible." The teacher is not to adorn the memory of the child but to touch his heart and to make him feel, by a direct experience the majesty of the moral law. The teacher should feel vividly the moral truth he would communicate to others.

Some definite instruction on moral training should be given in the training schools. Nearly all demands made by professional examinations are on the intellectual side, hence teachers in training schools make no systematic references to the side of feelings, which is the basis for morals. A teacher should know the order of development of moral power as familiarly, as he does, or is supposed to do, of intellectual power.

All teachers, especially beginners, feel a need of a collection of recitations and readings, gems in prose and poetry, inculcating the several virtues. The reading books are marked by a lack in this particular.

COUNTY OF FRONTENAC.

William Spankie, Esq., M.B., Inspector.

1. With respect to Pupils.

Truancy is not on the increase; it is decidedly on the decrease. No cases were reported to me this year. Quarreling among pupils is quite exceptional, and nothing serious in this respect has occurred here of late.

Courtesy among pupils is increased. There is more real kindness and courteous feeling in them for one another than formerly.

Humane treatment of dumb animals is becoming quite characteristic of our pupils, who would, I believe, in almost every school, and of their own accord, censure and condemn inhumane actions in this respect.

Our boys are less boisterous on the public highways, and are more truthful and straightforward on the school grounds and in school than the boys of former years. They can as a rule be trusted during the teacher's absence, and are controlled more easily without corporal punishment than were the pupils of former years controlled with it.

The pupils of to-day are certainly in sympathy with the teachers, and unmistakably are disposed to consider the comfort of their teacher. They are as a body tidy and cleanly in their personal habits, and generally refined in their manners.

I have met with a few cases of obstinacy which gave the teacher much annoyance, but in every instance the parents were at the bottom of the trouble, and urged the children on. A few cases of wilful opposition to the authority of the teacher, and of immoral example were referred to me, and in every case the offender was an immigrant to this country. One case of writing obscene language on the walls of outbuildings came to my notice during the year. This was traced to an irregular pupil of fifteen years of age. He erased the offensive matter, amply apologized and, on the request of those offended against, was allowed to go without further punishment.

Taken as a class, I believe it is safe to say that the pupils of our schools are more intelligent and are more anxious to become intelligent, less mischievous and less desirous of seeing mischief, more exemplary and more appreciative from their sense of right and duty of the power of exemplariness, than were their predecessors of half a generation ago. Firmness in all things is becoming their basis of action, and this is apparent from the kindergartener up. Patriotism, for example, is a *principle* with our pupils, and they are patriotic because they *do* love "Their Queen, their Country and their God."

2. With respect to Teachers.

The moral tone of the teaching profession in Frontenac is good. The suspending power of the County Board has not been called into action during the past ten years.

To the best of my knowledge, all teachers at present employed in my inspectorate are abstainers from alcoholic drinks.

School discipline is less difficult than formerly.

Corporal punishment is on the decrease. Emulation as a powerful incentive to work is more marked. Love is becoming the law of the school. Corporal punishment, of course, still exists, but disapprobation, sense of guilt and lost status are fast supplanting it.

Methods in morals are both direct and indirect. Pupils are taught to appreciate the value and force of a high moral standing in any position in life. Examples are cited, and lessons in reading and literature are often illustrated by reference to the morals of authors and other prominent persons, with the object in view of impressing on the mind of the pupil that morality and religion are the great reserve forces of all truly great persons.

The teacher, as a rule, tries to set a good example, and, I believe, in at least nine cases out of ten, is conscious of and alive to the importance of his bearing as a factor in determining the course of his pupils.

I do not know any teacher in my inspectorate who is not a member and attendant of some Christian church, and about twenty-five per cent. of the teachers teach classes or otherwise regularly assist at Sunday schools.

The teachers follow the regulations regarding religious instruction. I have never seen nor heard of the religious exercises being conducted irreverently. Differences of opinion exist as to the value of these exercises. They certainly should be helpful from a moral and religious standpoint. I think all depends on the teacher. If teachers were authorized to give direct religious instruction by the exposition of the Scripture lessons, religious strife would probably be aroused, for in every community are to be found some persons who are only too anxiously looking for some pretext to find fault with the school. Trustees and ratepayers do not take much interest in the religious exercises of the school, and have not, to my knowledge, at any time demanded an extension of the time allowed for these exercises. Both teachers and trustees are always willing to allow clergymen to visit their schools and talk to the pupils. The teachers extend a cordial invitation and welcome to all school visitors, and afford them every opportunity to see and examine the work of the school in every respect, and I believe the moral character of the teacher is helpful to the pupils.

COUNTY OF GLENGARRY.

Donald McDiarmid, Esq., M. D., Inspector.

Truancy. Truancy is not on the increase, and was never much of a factor in lessening the school attendance, in the County of Glengarry. It is seldom that children belonging to rural school sections absent themselves from school, without the consent of their parents and guardians.

Occasionally those children of illiterate and indigent parents who are residents of villages, are guilty of tardiness and truancy.

Quarrelsomeness. Whether or not pupils are given to quarreling as much as those of twenty years ago, is a question that may be answered by saying that there is apparently no difference. The pupils are to-day as pugnacious as their predecessors were, but from this it is not to be inferred that there is much wrangling ending in blows.

Pupils have regard about as much for the rights of others as they have for their own, and despise the mean or unmanly doings of any of their companions. A public opinion has always existed among them which acted as a deterrent in preventing them from violating ethical rules which have been observed for a long time.

Deportment. The children may not always, in their deportment, be as courteous to their fellows and elders with whom they come in contact, as could be wished, but on the whole it may truthfully be said that in every section of the county the children are kind to each other and not rude to outsiders.

Humaneness. As the pupils, with the exception of those belonging to villages, have their homes on farms, they have from their earliest years, been familiar with dumb animals, many of which they have adopted as pets. This acquaintance makes them more humane to the lower animals than they would be apt to be without it. This trait is also further strengthened by the talks about the kindness to animals, given by the teacher, when something in the lesson gives him an opportunity to do so.

Boisterousness. Very few complaints have been made as to the noisiness of the pupils while going to or returning from school. They are usually well behaved while on the highway. This satisfactory state existed twenty years ago and has remained unchanged since then.

Trustworthiness. The scholars are now generally better taught than were their parents when they attended school. They are, while in the school room, constantly employed—so that having work to do, they can be better trusted out of the teacher's presence than they would if unoccupied.

Corporal punishment. The schools are in charge of teachers who have received a better preparation for their work, both literary and professional, than the majority of those who followed the calling of the school master in the last and previous generations.

Their training fits them to govern their schools, with very little recourse to the rod. There is therefore, but very little corporal punishment,—a more desirable condition than that which existed in the past, if credit can be given to the accounts of the "heroic" punishments which the victims of former years were in the habit of boasting of having received from their school teachers.

The gulf which separated the typical pedagogue of old from his classes, does not now exist. This makes the relation between the teacher and his scholars more cordial. From this arises many acts of kindness done by the latter, which add to the comfort of the former.

It would be difficult now to find a boy—the victim of an injudicious teacher's rage who vowed that when he was a man "he would thrash the teacher within an inch of his life." Such was not the case not many years ago.

Personal habits and manners. Parents are surrounded by better and more home comforts than their forefathers were when the area of cultivated land was much less than it is now. This improvement in their circumstances, enables them to provide their children with good and fashionably made clothing. The possession of good homes and good clothing are incentives which cause the children to pay particular attention to their personal appearance. They are therefore, as might be expected, more tidy and cleanly in their habits and as a consequence more refined in their manners.

School offences. I have not been informed of the case of a single pupil who offered violent opposition to authority or was guilty of using bad language or deserved suspension or expulsion, for improper conduct. Complaints have been made of older pupils maltreating younger scholars on the highway. In some schools taught by inexperienced teachers, pupils were found who were irregular in their attendance and indifferent and inattentive during recitation.

Teachers. The moral tone of the teaching profession has always, with very few exceptions, been all that could be desired. The popular sentiment takes it for granted that this should be the case. Any violation of moral law, by the teacher, which is known, is immediately the subject of adverse criticism in the school section. If gross, it will assuredly end in his dismissal. Only three cases deserving suspension for immorality came within my knowledge within the last twenty years. The offenders escaped this humiliation by giving up teaching.

At least ninety per cent. of teachers in charge of schools, are total abstainers from the use of alcoholic drinks.

For the reasons already given, regularly qualified teachers are able to govern their schools without much infliction of corporal punishment.

The prevailing forms of punishment employed are chiefly (a) the occasional use of the rod, (b) imposition of "tasks" in the shape of extra school work, (c) detention in the school room during intermission and after school hours, (d) isolation.

Moral improvement of the pupils. The pupils, previous to and during their school career, have received more or less moral training outside of the school room. This is cultivated in school and deeply impressed by the restraints needed to enforce school discipline. Teachers have daily numberless opportunities of which they take advantage, to develop what is good and repress that which is bad in their pupils. They remove them from unhealthy surroundings and warn them of the consequences which are certain to follow the indulgence of evil practices.

Moral instruction is not usually imparted directly but incidentally during recitation. When anything met with in the lesson suggests it, or immediately after offences are committed during the time the delinquents are under the control of the teacher.

The largest percentage of the teachers belong to some Christian church and not a few of them teach in the Sunday school.

The regulations regarding religious instruction, are not observed in all of the schools, but where carried out, are conducted reverently. There is no doubt but that such exercises both from a moral and and religious standpoint favorably impress and benefit the pupils.

Owing to the diverse opinions in religious matters existing among the ratepayers as well as the want of theological training in the teachers, I am satisfied that religious strife would be aroused, were the teachers authorized to give, and did give religious instruction, by the exposition of the Scripture lesson.

No trustee or ratepayer ever spoke to me of the advisability of extending the time for religious instruction.

There is no doubt but that the moral character of the teacher, has no little influence in developing that of the pupil.

I believe that teachers and trustees are willing that clergymen should visit their schools and talk to their pupils. From unknown causes, the records of school visits kept, show that a comparatively small number was made by them.

COUNTY OF GREY—EAST.

Andrew Grier, Esq., Inspector.

1. Truancy is not on the increase, but is decreasing since the Truancy Act was passed in 1891.

2. Pupils are not given to quarreling as much as they were ten or twenty years ago. In fact, there is very little quarreling among pupils attending school. The cases are very few indeed, and no report has been made to me by teachers during the current year.

3. The pupils are under better discipline than formerly, more courteous to each other, more kind and humane to dumb animals, more truthful and straightforward in school or on the playground; more to be trusted in the teacher's absence, more easily controlled, more disposed to consider the comfort of the teacher, more tidy and cleanly and generally more refined in their manner. The commonest school offences are whispering, neglect to study, carelessly written exercises, late in attendance in the morning and irregular attendance at school.

4. Yes. The moral tone of the teaching profession has improved since I became inspector.

5. I never had to suspend a teacher for immorality.

6. About seventy or eighty per cent. are abstainers from alcoholic drinks.

7. Corporal punishment is not on the increase, but decreasing. It is very seldom necessary for the teacher to resort to corporal punishment. I am not now, nor ever was, in favor of corporal punishment. The teacher using the rod in the old system to make pupils study—I always considered it humiliating to teacher and pupil. Want of good discipline in the school, want of good common sense in the teacher in the order and general management of children, have a tendency to cause disorder in a school-room.

8. School discipline is less difficult than formerly. The teachers now receive and obtain an intelligent training in Normal and Model schools, and are better able to govern

their pupils with intelligence and judgment. Under the old system every teacher had a system of his own, and the rod was used for study, discipline, order and the general management of the school, never taking into consideration that he occupied the place of the parents of the pupils under his charge. Now the system of discipline, order and general management is uniform in all the schools.

9. Additional work is imposed on the pupils, good conduct marks are withheld from the pupils, a written statement of the offence sent by the teacher to the parent or guardian of the pupil; but in extreme cases, when the pupil becomes obstinate and stubborn, refuses to obey the teacher or apologize, it becomes necessary for the discipline of the school to suspend the pupil. There was no suspension in this inspectorate during this year.

10. The methods adopted for the moral improvement of pupils. The teacher watches the conduct of pupils under his charge, and gives good conduct cards for punctual attendance at school, honesty, truthfulness and all other acts of good conduct, and sends good conduct cards monthly to the parents or guardians of his pupils, which has a great moral influence on the pupils of a school. It pleases the parents to be informed of the good conduct of their children at school, and assists in the moral improvement of the school.

11. The moral instruction of the school-room in the training of the pupils in honesty, uprightness, truthfulness and obedience to the teacher and courtesy to each other, depends on several factors as aids :

- (a) The teacher.
- (b) The home training.
- (c) The Sunday school.
- (d) The Christian church.

a. The standing of the teacher in morals. He is a text-book for his pupils in his daily walk and conversation, and the moral tone he impresses on his pupils in school and out of school. The teacher is closely watched by his pupils, young and old, and looked up to as their standard of morals. Every teacher should impress on the plastic minds of his pupils in the literature of each lesson moral instruction. History is a good subject for teachers to give moral instruction to their pupils. The biography of great, good, moral, Christian men is the history of every civilized and Christian nation. History taught in this manner will impress moral instruction on the pupils and give them historical facts for reference in future years.

b. The home training is also an important factor in the standing of moral instruction in the school. If children receive moral Christian instruction at home, the teacher has very little trouble in forming good moral character.

c. The Sunday school is another factor in forming moral character, and last, but not least, the ministers of the Christian churches.

12. It is both direct and indirect. Direct from the teacher and indirect from the home training, the Sunday school and the ministers of the different churches.

13. All the teachers in this inspectorate are adherents or members of some Christian church, and fully ninety per cent. belong to some Christian church in full membership.

14. All the teachers in this inspectorate teach in a Sunday school.

15. The teachers follow the regulations regarding religious instruction.

16. The religious exercises are conducted reverently in all the schools under my supervision, as I very often visit the schools before school time in the morning, and I am present at the opening of the school when the Scripture lesson is read and the opening prayer by the teacher.

17. I do consider them helpful from a moral and religious standpoint. It enables the pupils to memorize portions of Scripture which may be a moral benefit to them in future years, and restrain them from criminal acts. In every well regulated Christian family children are taught by their mother or father to pray to God night and morning,

and when the teacher reads the prayer the pupils bow their heads reverently on the desks—hence it is an aid to moral instruction in the school-room.

18. It would be likely, and no doubt would arouse religious strife to authorize teachers to give direct religious instruction by exposition of the Scripture lessons. It would please neither trustees nor ratepayers.

19. Neither trustees nor ratepayers demand the extension of the time for religious instruction.

20. The moral character of the teacher is helpful to the pupils.

21. Yes. Teachers and trustees are willing and anxious, and often request clergymen to visit their schools and give a short lecture on morals. It would encourage both teacher and pupils.

COUNTY OF GREY.—WEST.

Thomas Gordon, Esq., Inspector.

There is so much irregularity of attendance that it is almost impossible to reach a right conclusion as to what proportion of it is attributable to truancy. The school registers make no distinction in this respect, and it is only in urban schools that attempts are made to ascertain reasons for absence. As a result of personal enquiry as to causes of absence, I do not think that truancy is on the increase, and I am of opinion that if an additional rate per pupil were chargeable for absentees, without sufficient cause, it would occasion more regular attendance.

I do not think that quarreling is very prevalent in the schools. The indications of such are rare, and I commonly find all the pupils to be on harmonious terms. Courtesy towards each other prevails as a rule. Occasional instances only are observable in which bad feeling is manifested; it would be contrary to the experience of human nature to expect an entire absence of outbreaks of this character. As to treatment of dumb animals, I can only speak of what I see about the schools. My horse is usually a subject of kindly regard, and I constantly see fowls, dogs and pigs rummaging in the neighborhood of the school-house for the remains of the children's meals. There is certainly less roughness and boisterousness on the public highways than there used to be. I have seen the time when, in some sections, the larger boys would call out in an offensive way to travellers, but nothing of the kind is now witnessed. Even when such did occur, it was found that the offenders were among the most backward in the school intellectually. Corporal punishment is now very seldom resorted to; never, it may be said, except for some very grave offence. The general tone of the schools indicates truthfulness between teacher and pupils, and their general manner, one towards the other, evidences that there is a mutual good understanding between them, and that each is considerate for the comfort and convenience of the rest. In the personal habits and appearance of the children there is a complete revolution. Almost without exception they are neatly and becomingly clad, and present a pleasant spectacle while wending their way schoolward in the early morning. In general aspect they are bright, cheerful and genial, and in demeanor they are friendly and social, the elder ones being kindly and helpful to those who are younger and weaker.

I cannot say that there is any class of school offences which can be called common.

The moral tone of the teaching profession has improved since I became inspector in 1871, in this respect; teachers are now more careful than they used to be in their personal demeanor and habits, and their devotion of the required time to the performance of their school duties.

No teacher has been suspended by me during the year for immorality. No complaint of such has been made nor has any come under my own observation. I have never

enquired of teachers in my inspectorate whether they are total abstainers from alcoholic drinks, although I believe that most of them are. Should there be any who are not, I am sure their number is very small, and I have never seen any of them using such drinks.

The use of corporal punishment is almost unknown in the schools. School discipline appears to me to be less difficult than formerly. One of the best evidences of this is that the teacher is invariably treated with respect, and that appeals to right feeling have superseded resort to force. The chief form of punishment which prevails is the deprivation of part or of the whole of the time of intermission, and the requiring of the performance of some set work during that interval. Keeping in after school hours is reasonably objected to by parents whose children have considerable distances to travel, and who have therefore to leave their homes early and to arrive at home late under the best conditions.

The moral instruction of the school-room is mainly carried on by directing the attention of pupils to the benefits which are derivable from good conduct, from obedience to authority, and from observance of the duties to be performed. This teaching is both direct and indirect—direct by instancing cases which have come under the notice of the school or of individual pupils—indirect by reference to the character and conduct of whom the pupils know nothing personally, but who have been sufficiently conspicuous to have induced special record of them. I believe that the whole body of the teachers in this inspectorate belong to some Christian church, and probable one half of them teach in Sunday schools.

The regulations regarding religious instruction are followed in the matter of the opening and the closing of the schools. I have never seen the exercises conducted otherwise than reverently and orderly. I consider them helpful both morally and religiously. I question whether it would be advisable to authorize teachers to give direct religious instruction by the exposition of the Scripture lesson, if for no other reason than that the much too frequent changes of teachers might lead to the enunciation of differing views. I have heard no demand for the extension of the time now allowed for religious exercises. The moral character of the teacher is generally a helpful example to the pupils. I believe that both teachers and trustees would willingly receive more visits from clergymen.

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COUNTY OF GREY—SOUTH.

N. W. Campbell, Esq., Inspector.

First, with regard to the pupils :—

In my opinion, within the past ten years during which I have been Inspector for South Grey, the moral standing of the schools has considerably improved. The credit for this improvement I do not take to myself alone, for although, at every visit almost, I have urged upon the teachers and pupils the necessity for a high moral standing and lost no opportunity of pointing out where such was lacking or where improvement could be made, yet my efforts have been nobly seconded by those teachers who have recognized that the moral development of their pupils is of greater importance than the physical or mental. The chief hindrance to a high moral tone in the schools I found, in nearly every case, to be poor teachers, *i.e.*, teachers who were poor disciplinarians. Poor discipline invariably produces a low moral tone in a school. Even among those teachers who have fair discipline in school, there are many who seem to care nothing for the moral influences which surround their pupils. Disrespect to seniors and especially to old age is tolerated without a word of rebuke or censure. Disrespectful language to one another, to strangers and even to the teachers themselves is allowed to go on unchecked. Such little courtesies as, please, thank you, yes, Mr. ———, or Miss ———, as the case may be, the removal of hats or caps in the school room, etc., are not insisted upon in the daily routine of school life, and the result often is a school of children whose future success will be retarded by their rudeness and utter lack of good manners.

This rudeness or incivility is most frequently exhibited towards travellers on the highways and in the rough-and-tumble games and rougher practical jokes they delight in, both on the play-ground and on their way to and from school. I regret to say that it is a rare thing nowadays to see a boy touch his hat to a stranger, no matter how grave and reverend. The cause may be the ultra democratic spirit which is so prevalent, but I am of opinion the teachers must bear a large share of the blame. It is a common saying that the discipline of a school can be told from the conduct of the pupils on the highways.

On the other hand there are signs of improvement in every line. A few evidences in support of this may be given :—

1. Truancy is decreasing. In rural schools it is seldom that truancy is a cause of much complaint. Formerly, however, a considerable number of such complaints were made annually. Of late years but very few if any cases were reported to me. In the towns and villages also there is a change for the better. The Truancy Act, when enforced, has done much good. In some municipalities it has, through the indifference of the officials, or the uselessness of the truant officer, been law merely on the Statute book. The main cause of complaint in both rural and urban schools is not truancy as such, but irregular attendance, with the knowledge and consent of the parents.

2. Violent quarrels and disputes are abating. Though there is yet to be seen in the conduct of the pupils both at school and on the highways much that is rude and boisterous, it is a pleasant fact that such scenes are now much less frequent than formerly. In the average school the extreme roughness has gone, there is a kindlier feeling between pupils and teacher; the pupils appear to be more courteous to each other, more respectful to their teacher and more ready and willing to consider the rights of others in all the various relations of school life.

3. Corporal punishment is on the decrease. In very few schools is it resorted to except in extreme cases. It is gradually becoming more disgraceful for a pupil to require it and less dignified for the teacher to inflict it. While with the majority of teachers, it is an absolute necessity as a "Power behind the throne," yet it is satisfactory to note that few teachers resort to it only in cases of open and violent opposition to authority or to stamp out some glaring vice which would be injurious to the school.

4. The commoner school offences are much milder than formerly. These may be said to consist in various forms of disobedience to the rules of the school or authority of the teacher. Tardiness or lateness in the morning is much complained of. Listlessness or indifference to work and neglect of assigned home-work of any kind has to be overcome before much progress can be made in many schools. The use of improper language, the wanton destruction of school property and such rougher offences as were common some years ago are now seldom heard of.

Second, with respect to the teachers :—

It would perhaps be hardly fair to say that the moral tone of the teaching profession had greatly improved during the past ten or twenty years. I believe the teachers of that time, with few exceptions, were as conscientious, as faithful, as good morally as those of to-day, while their higher average age, accompanied by a riper judgment and more stability of character tended to produce results that are now produced by better methods and greater skill in the science of teaching. It is but right to say that a larger percentage (perhaps ninety-five per cent.) of the teachers of to-day are total abstainers from alcoholic drinks. Only four or five cases of intemperance came under notice during the past ten years. One case was reported for open infidelity and irreverence especially in connection with the Scripture lesson for the day. I am pleased that the painful duty of suspending a teacher was not imposed on me during my term of office so far. One teacher during the past year, I believe, committed indiscretions enough to cause suspension, but the difficulty of securing adequate and sufficient proof without going through a legal process prevented the exercise of authority in this direction. The dissemination of more humane methods of school government through the agency of the Model Schools and Teachers' Institutes has caused love and reason to take the place of force in controlling the pupils. All these influences have tended to produce better results in the moral

elevation of the schools, though the moral status of the teachers is no higher, or but little higher, than it was. I believe that no class in the community (the clergy perhaps excepted) has a larger percentage of moral young men and women than the teaching profession, hence, the moral influence on the pupils is generally helpful to the formation of a good moral character.

With regard to the matter of school punishments, I am pleased to note a change for the better. As above pointed out, corporal punishment is dying out except in extreme cases. An effort is made to have the punishment a consequence of the offence. Thus, for neglected work the usual punishment is detention after hours till the work is done, for abuse of privilege, a withdrawal of the privilege, for violent opposition to authority suspension until submission is secured, and so on. On the whole, school discipline is much easier than formerly. This is largely owing to the fact that the older pupils drop out earlier than in former years. It used to be no uncommon thing to see a score or more young men and women attend some of the rural schools. Now, not more than from one to three pupils over sixteen are seen in any school in South Grey even in the winter months. The more rapid advancement of the pupils at an earlier age is one cause of this. The extreme youth of the teachers has also much to do with it. When an experienced teacher, especially a male teacher, comes to a section, it is no unusual thing for several young men to attend who have not attended for years and who would not attend were a young teacher in charge.

The moral instruction of the school-room may be stated in a few words. I believe such instruction is largely incidental. When occasion requires, the moral consequence of an action is pointed out. Not infrequently, among the experienced teachers, the moral consequences of a certain line of conduct are emphasized by a Scripture reading or by a reference to some well-known Scripture warning or example. The influence of such is good when properly done. The younger teachers cannot or at least do not so often emphasize their moral teaching in this way. Many of them do not as yet themselves regard such instruction as of sufficient importance to demand much attention. Notwithstanding this, I believe that a large percentage of the teachers engage in Sabbath school work of some kind. Perhaps not more than fifty or sixty per cent. of them are members of some Christian church.

With very few schools excepted, the Regulations respecting Religious Instruction are followed pretty closely, and I believe the exercises are conducted reverently and with becoming decorum. These exercises are useful in many ways and I think it would be a great mistake to discontinue them. Useful reference is often made to the lessons derived therefrom, in the daily work as well as in matters of conduct and life. It is also useful and becoming to begin and end the day, especially to begin it, with an acknowledgment of a Supreme Being and of His boundless mercies. Further, I believe it would be accepted here generally with approval, if teachers were given liberty to comment on the passage read, provided sectarian doctrines were left untouched. The strong moral precepts and principles inculcated in many portions of Scripture and even the sound business maxims found in such books as Proverbs could not fail to be much more helpful if emphasized by a judicious teacher at suitable times. Numerous examples of this have been noticed, and I have not known a case of strife over it where the teacher had an ordinary modicum of common sense. As matters stand, however, I believe most people are satisfied. I have not heard a demand for an extension of time or privilege in this respect except occasionally that teachers and people regret that clergymen do not avail themselves oftener of their right and privilege to visit the schools and talk to the pupils on moral and religious questions.

COUNTY OF HALDIMAND.

Clarke Moses, Esq., Inspector.

I have no hesitation in saying that truancy is on the decrease. In fact, very seldom do I hear of a case of persistent truancy. A very much greater evil is irregular attendance. It is difficult to see why an unnecessary absence from school at the pleasure of the pupil is worse than an unnecessary absence of the pupil at the pleasure of the parent. It is pleasing to note, however, that while truancy is steadily on the decrease, the regular attendance of pupils is steadily on the increase. This is no doubt owing, in a great measure, to the increasing attractiveness of the school rooms and to the increasing interest of the pupils in their school work.

Are the pupils given to quarreling as much as they were ten or twelve years ago, etc? No. A very marked improvement is noticeable in the demeanor of the pupils from year to year. They are more courteous to each other, more polite to their elders, to their superiors and to strangers, more humane to dumb animals, less boisterous on the public highway, more truthful and straightforward in school, more magnanimous on the playground, more to be trusted in the teacher's absence, much more easily controlled, more disposed to consider the comfort of the teacher and the rights of others, very much more tidy and cleanly in their personal habits and on the whole very much more refined in their manners.

What are the commonest school offences?

1. Neglect of duty.
2. Disregard for the rights of others.
3. Abuse of school property.

Has the moral tone of the teaching profession improved since you became inspector?

The moral tone of the teaching profession has very much improved. I feel safe in saying that the teaching profession to-day is the peer of any other profession, so far as the moral status of its members is concerned.

How many teachers have you suspended during the year for immorality? One, and only three during the twenty-one years I have been inspector.

What percentage of your teachers are abstainers from alcoholic drinks?

It is very difficult to say how many are total abstainers. From 80 to 90 per cent, at least.

Is corporal punishment on the increase? No. On the other hand it is very much on the decrease. In a few schools, there was not a case during the year. In the majority of schools corporal punishment is seldom resorted to. It is much less difficult to govern a school now than what it was formerly. In fact there is not one school in the county in which a good teacher would experience any difficulty in its management.

The forms of school punishment that prevail are: (1) Reproof; (2) Loss of privilege; (3) Forfeiture of class standing; (4) Loss of liberty; (5) Impositions.

What methods are adopted for the moral improvement of pupils?

The moral instruction imparted in the schoolroom is on the whole indirect. There is no space given on the time table for the formal teaching of morality. Opportunities come daily and hourly in the school room and on the playground to enable the teacher to impart ethical instruction. The teacher is supposed to take advantage of such opportunities to say the right thing in the right way. Such instruction, I am convinced, is more beneficial than any direct or formal lecture on ethics. In the study of literature and history the teachers, generally speaking, seldom fail to impart moral teaching. In fact all teaching should be ethical in its nature. It is folly to suppose that religion is one thing and education on business another. When school work begins in the morning, then practical religion also begins.

Many of the teachers insist on the pupils committing to memory one or more gems of poetry or prose per week. This in my opinion is very helpful.

The increasing beauty of the school grounds and school rooms is a silent yet powerful influence in the formation of character. Wherever we have beautiful school grounds and school rooms we have beauty of character on the part of the occupants. Truth and beauty are everywhere associated, and what is beautiful cannot be far from what is good. A child who is taught to appreciate the true and the beautiful in art or nature will unconsciously strive after the beautiful in character.

Notwithstanding recent criticisms from high places on the moral tone of our Public Schools, I venture to say that there is no other institution in the land that is doing so much for the moral uplifting of the people. If the history of those youths, whose names figure in the criminal calendars of our courts, be traced, it will be found that a very small percentage has been in regular attendance at the Public Schools of Ontario.

What proportion of your teachers belong to some Christian church as far as you know? Without making definite enquiries, it is difficult to say. I am of the opinion, however, that from sixty to seventy per cent. are engaged on the Sabbath in teaching Sunday school.

Do they follow the regulations regarding religious instruction? Yes. The regulations are fairly well observed.

Are these exercises conducted reverently? Yes. So far as I am able to judge,

Do you consider them in the light of your experience, helpful from a moral and religious standpoint? Yes, when they are conducted in a becoming manner. The pupils will imbibe the spirit of devotion unconsciously through the example of others. It would be much better to dispense with the religious exercises than to have them conducted in a careless, mechanical manner. Would it be likely to arouse religious strife to authorize teachers to give direct religious instruction by the exposition of the Scripture lesson? Yes. The different religious denominations have not yet, in my opinion, reached that state of unity and of brotherly charity, and are not likely to do so for some time. Do trustees and ratepayers demand the extension of the time now allowed for religious exercises? No.

Is the moral character of the teacher generally helpful to the pupils? Yes. The silent influence of the teacher is inestimable. The teacher should be positively moral, as it is the living model that conquers.

Are your teachers and trustees willing to allow clergymen to visit their schools and talk to their pupils?

This is rather a difficult question to answer, as clergymen have yet to take advantage of the privilege the School Act allows them. In my experience of twenty-one years as inspector, I do not know of a single clergyman who has made an effort to give religious instruction, as provided for by the regulations. I am convinced, however, that the teachers and trustees would not object.

COUNTY OF HALTON.

J. S. Deacon, Esq., Inspector.

The moral standing of teachers and pupils in this inspectorate has greatly improved during the present decade. The standard of education has been raised very much in the last twenty years, and the pupils of the earlier portion of this period have become the trustees and parents of to-day, so that large numbers of our pupils begin their educational career in homes pervaded by an atmosphere of culture and refinement. They are thus more ready to receive hints on good conduct from their teachers, who, themselves have kept pace with the general improvement. Teachers are more efficient in discipline, giving

more thought to their methods, more love to their work and more study of personal character. The pupil is trained to habits of self-control leading to a sense of personal responsibility. This begets respect for his instructor and for himself. Thus, a word or a look from the teacher has greater effect than more severe punishments had formerly, and corporal punishment is rarely employed. The pupil is more likely to be trusted, and is more trustworthy, out of his teacher's presence on account of the bond of sympathy that has been established between them. The increased attractiveness of school rooms with their painted walls, hanging pictures, potted plants, improved furniture, etc., tends to the general refinement of the pupil and assists in making school life more cheerful and pleasant, hence truancy is decidedly on the decrease. Except in villages and towns, cases of truancy are practically unknown. The commonest school offences are talking, idling, trifling and copying. In our best governed schools these offences (or any other) rarely occur, while in our worst we have to add rudeness, quarreling, lying, and sometimes, profanity. In our average schools we find pupils courteous, considerate and kind.

Teachers.

The moral tone of the teaching profession has improved very much since I became Inspector in 1885. Only once in eleven years have I been obliged to take action against any teacher for immorality. None are *habitually* addicted to drink and 95 per cent. are total abstainers. About 80 per cent. are church members, and about fifty per cent. teach in a Sunday school.

This high moral and religious standard in our teaching staff cannot and does not fail to have a very beneficial effect on their every-day work. Influence is admittedly greater when it is derived from example and this is really the only method by which religious instruction is given. No definite time is given to the subject but the majority of our teachers draw moral lessons from the daily work in reading, history, current events, etc. The school room management and discipline of the present day carry with them an effective and practical moral influence.

Corporal punishment is comparatively rare. The following methods are commonly used:—Change of seat, seclusion from associates, detention during play hours, public or private reproof, and, more frequently, natural or homeopathic remedies, an instance of which recently came to my notice. Some boys had been throwing stones or pebbles through the open windows and about the yard. For this they were required at the next recess to gather all the stones that could be found within the enclosure and to place them in a certain part of the gravel walk. This had the desired effect without producing any ill feeling on the part of the pupils. The regulations regarding religious exercises are strictly observed and in most cases with apparent reverence. The value of these exercises depends almost entirely upon the character and personality of the teacher, and upon the manner in which he conducts them. If conducted in a formal way, with little heart or sympathy shown for the exercises, the moral or religious benefit will be very meagre. There are teachers of excellent moral character who, nevertheless exert very little moral influence in the religious exercises. People are so wedded to their religious dogmas that nothing but strife would result from giving teachers authority to expound the Scripture. Neither trustees nor ratepayers demand or desire any extension of the time allowed for religious instruction. They have always welcomed clergymen to their schools for the purpose of giving advice or instruction, but these visits are of rare occurrence.

COUNTY OF HASTINGS—NORTH.

William Mackintosh, Esq., Inspector.

In their intercourse with each other pupils are now more courteous and considerate, less rough and thoughtless than formerly. There is far less fighting and quarreling. Speaking generally, the boys and girls of our Public Schools are now more gentlemanly and ladylike than they were fifteen or twenty years ago.

There is far less corporal punishment now and yet notwithstanding this decrease, the discipline of our schools is on the whole much improved.

I hope that with respect to the rarer and more precious virtues of veracity and purity of thought, speech and action, there has also been progress.

To claim the credit for all this improvement to the school would be foolish, if not dishonest. Other good influences have been at work. The home and the church have done their part. To deny to the schools credit for a very considerable portion of the beneficial change would be just as senseless or dishonest.

So far as my own observation enables me to form a judgment, the moral status of the teaching profession has been very materially enhanced during the past twenty-five years. As inspector, I have always considered the moral character of a teacher as of the utmost importance. Faculty, scholarship, unmistakable evidences of illiterary, lack of skill in management or teaching, may, at times, with propriety, be winked at, but habitual, or even repeated intemperance in the use of intoxicating liquors and immorality of life are not, in the case of the teacher, venial faults to be overlooked or leniently dealt with. No habitually intemperate or immoral person should be allowed to preside over a school of any grade.

During the past year no teacher's certificate has been suspended for any cause. So far as I know our teachers are men and women of excellent character. With a few exceptions they are total abstainers. The large proportion are connected, as members, with some Christian church. Many are actively engaged in some department of church work. In not a few parts of my inspectorate the Public School teacher is the mainstay of the Sabbath School. Without her aid the youth of the locality in which she labors would receive far less effective Sabbath School instruction than they now get. Indeed, not only in the more remote and thinly settled, but also in the more populous parts of the inspectorate, the Public School teacher is, as a rule, the active friend of the Sabbath school.

And yet I have little doubt that in our Public Schools too little attention is given to the morals and manners of the pupils. This is attributable to a number of causes, the chief being the youth and immaturity of the greater number of the teachers and the undue importance attached by parents to the results of written examinations as indicative of educational progress.

Too little, very much too little, thought and labor are given to the healthy development of the moral and spiritual natures of our children. In the case of many, the spiritual nature is starved. This cannot be done without injury to the moral and intellectual powers.

In some schools presided over by men and women of matured characters strong sense of duty, correct notions of the chief aim of school life and work, and imbued with the spirit of true religion, much attention is given to the moral training of the pupils. In the greater number, however, the subject receives much less attention than its importance merits.

For the most part the moral instruction imparted is given indirectly. The life in the playground, the relations of pupils to each other and to the teacher, the lessons in literature and history, afford many opportunities for moral instruction which are too infrequently taken advantage of.

Effective instruction and training in the mechanical virtues, punctuality, regularity, obedience, have a place in every good school. Good work is also being done in a number of schools in habituating children to the practice of the great duties of self-control, of temperance, of restraining the passions, of ruling the spirit.

For the greater part however, this instruction and discipline are given in a desultory and uncertain fashion. More careful and systematic instruction is needed with regard to these duties and the social duties of honesty, truthfulness, justice, fidelity to trusts, courage, honor, magnanimity, toleration, sympathy and charity, the sacred obligations of citizenship. All these, and others, should be diligently impressed upon the minds and consciences of the children in our schools.

It is of a great deal more importance to have the law of veracity lodged in a boy's mind than to teach him how to factor algebraic expressions, how to solve arithmetical conundrums, or even to be able to say that in his efforts to obtain a junior leaving certificate, he has studied three languages at the cost, frequently, of the neglect of his own mother tongue. "Our pupils know, in a general way, that it is wrong to lie, but the eternal reasons for veracity, and the sure penalties for mendacity they do not know."

I have grave doubts as to the advisability of placing a *text book* on morals in the hands of our school children. Such a text book should, however, be in the hands of every teacher. Our teachers need to be taught how to give instruction in morals. They should know, in this matter, what to teach and how to teach. In our professional training schools be their aims ambitious or modest, particular attention should be given to this. More effort should be put forth to ascertain what the purposes and aims of teachers-in training are respecting the moral training of their pupils.

In all our schools, with very few exceptions, the departmental regulations relating to opening and closing exercises are obeyed. Whether such exercises are, from a moral and religious standpoint, helpful, depends primarily upon the character of the teacher who conducts them, and, in the second place, upon the manner in which the duty is performed. In too many cases it is done in a perfunctory fashion. That is, however, no reason for doing away with the regulations. It may be a good reason for dispensing with the services of the teacher who is unable or unwilling to perform this duty in a becoming manner. Trustees and parents control the situation. They have the selection of teachers in their own hands.

Although I am in favor of more direct Biblical teaching in the schools, I do not think it would, at present, be wise to make any change in the school law or regulations relating to religious instruction. I am not cognizant of any strong feeling among the people for such a change. Indeed, I fear that there is much apathy and indifference regarding the subject. Public opinion needs to be educated. Parents need to be aroused to a correct sense of their duty. In this work of education and awakening, no class can do more effective service than the clergy. In few, if any directions can the great influence they have be more beneficially exerted. Resolutions adopted in synods, conferences and assemblies will do less good to the cause they are intended to help than quiet, sympathetic, persistent, intelligent, educative work among their parishioners.

Without any change in school laws or regulations can direct instruction in Scripture be given to the children in our Public Schools? I think it can. I assume, of course, that the parents of the children are *really, earnestly* anxious that this instruction should be given.

In almost all cities and towns, and in many villages, there are Separate Schools. In these the pupils receive daily religious instruction. Do the parents and supporters of the Public Schools in these localities honestly and heartily desire that the children who attend their schools should receive in *them* religious instruction? If so, let them persuade the School Trustees to make half-past three the closing hour of the school instead of four. The school law gives them power to do this. Let the interval between 3.30 and 4 be devoted to the systematic religious instruction of the children of the school by the teachers or by other persons in whom the parents have confidence. In hundreds of rural sections in which the people are exclusively Protestant, the same thing can be done.

What stands in the way of such a new departure? The school law does not. Do denominational jealousies and the lack of mutual confidence? I do not believe it. If so there is a clamant necessity for something else than the religious instruction of our Public School children. If such a plan cannot be carried out it will be because there is on the part of parents no strong desire for the Biblical instruction of the pupils in the schools.

That legislation, the making of laws by parliaments, is the sovereign panacea for all the ills which offset the body politic is one of the superstitions of the Anglo-Saxon race. We cry aloud to the legislative Jove to remedy evils that can, at times, be cured without his aid.

In the matter of religious instruction for our children, let parents and trustees use the powers they now have. Quietly, gradually, but persistently, let it be introduced in some such way as I have indicated. When it has obtained a footing, recognized and unassailable, our legislators will be quite willing, possibly glad, to make such changes in the school law as will formally recognize religious, Biblical instruction as a part of school work. To attempt to force it into the schools now would, in my humble opinion, do much harm.

COUNTY OF HASTINGS.—SOUTH.

John Johnston, Esq., Inspector.

In the townships of Sidney, Thurlow, Tyendinaga and Hungerford, truancy does not exist. The pupils in the rural schools attend regularly and punctually during the time they attend school and never think of staying away unless for sickness or some other good reason.

In the public schools of Belleville cases of truancy are rare, and in nearly all of the twenty-four rooms the pupils attend very regularly till they leave school.

In Trenton it is not so common as in past years, and I can say that in rooms taught by live and energetic teachers there are no cases of truancy.

I think that the schools of Deseronto are entirely free from it, and have been for many years.

In the schools of South Hastings the pupils are well behaved, do not quarrel, and conduct themselves in a proper manner in going to school and on their way home. Quarreling is very unusual, and it can be said that it has ceased to exist. All the teachers discourage it, and pupils have been advised for nearly twenty-six years in all the schools of the inspectorate to conduct themselves as ladies and gentlemen. In Belleville, Trenton, Deseronto and in many of the rural schools the pupils are trained to stand up in the school-room and properly salute any person who may come in. This has had a good effect upon the boys and girls in Belleville, Trenton, Deseronto and in the village of Tweed. The boys will salute the teachers, inspector and others on the street with a proper bow. Much has been done to make all boys to be good boys, gentlemanly boys, commanding the respect and esteem of older persons whom they meet. I think that in nearly every case pupils are more humane to dumb animals, less boisterous in the public highway, and more truthful and straightforward in the school and on the playground.

Pupils are more easily controlled than formerly, very little corporal punishment being used in any of the schools. There has been a great improvement in the management of the schools, and in all the good schools taught by live, energetic and experienced teachers, there is no corporal punishment. The teachers in such schools make them pleasant places to attend, they wake up the boys and girls, give them plenty of work to do at school, teach them thoroughly and thoughtfully, reviewing the work gone over frequently and thoroughly so that they can stand a thorough examination at any time. The pupils are generally tidy and clean in their personal habits and more refined in their manner than they were formerly.

In schools taught by good thorough teachers, there are no school offences. In schools taught by lifeless, careless, and slow teachers (we yet have some such teachers) pupils are apt to come irregularly, and the order and attention among the pupils attending such schools cannot be considered at all good. In schools taught by such teachers the pupils are apt to come late, do not have their lessons prepared, and do not make good thorough progress in their studies.

The moral tone of the teachers of South Hastings has wonderfully improved during the past twenty-five years. This should be the case as, with the exception of about two teachers, every teacher has attended a Model School, and many have attended a Normal School. The teachers of the inspectorate are model men and women, and highly respected

by the ratepayers. During my nearly twenty-six years of office, I had occasion to suspend the certificate of only one teacher for immorality, and as far as I know the teachers of the inspectorate are temperate and total abstainers from alcoholic drinks. Corporal punishment is not on the increase but on the decrease. All good teachers can govern and teach their schools without resorting to it. It is much more easy to govern schools than it was twenty-five years ago. The boys and girls are better, the teachers trained at the Model and Normal Schools know how boys and girls should be managed and taught, and carry out these methods in their schools. When punishment has to be resorted to in some extreme cases, it is by a rubber strap on the hand. There is no slapping on the head, nor are any of the barbarous methods resorted to years ago, now in use.

Many of the teachers give the pupils talks on morality on Friday afternoons, and this accompanies all the teaching during the five days of the week. The teachers do this generally indirectly in connection with the lessons and by a general supervision on the play ground and in every other possible way.

I think all our teachers belong to some Christian church and are communicants of the church they belong to, and I know that a great many of them are teachers in the Sunday Schools, and have been for years.

All the teachers follow the regulations regarding religious instruction. They read a portion of the Scripture readings and close with the Lord's Prayer. In a few schools the Bible is used instead of the readings, especially in Belleville where all the pupils read it with the teacher in the morning. In nearly every case these religious exercises are conducted reverently, and I think with much benefit to the pupils and teachers.

I think it would be much better to leave the religious instruction as it is. You cannot satisfy everyone. Some want more religious instruction and a few would like to see none, but on the whole nearly everyone is satisfied with the present amount of time given to it. The people of this inspectorate, as far as I know, are perfectly satisfied, and I think if more were to be given it might cause some ill-feeling.

The trustees and people think very little about the time given to the opening and closing exercises of the school. Many think that the Sunday school and the church should give all the religious instruction needed. If the people were left alone they would be perfectly satisfied, and are satisfied with the small amount of religious instruction given reverently by earnest and thoughtful teachers.

Teachers and trustees would be perfectly willing that clergymen should visit their schools and talk to the pupils, but this they never do.

COUNTY OF HURON—EAST.

David Robb, Esq, Inspector.

Truancy.—In the rural districts truancy is unknown. Children are never absent from school except when ill, in very stormy weather, or when their help is needed in farm work. They seem to be just as anxious to get education as their parents are to give it to them, and often more so. In towns and villages, owing to street attractions it would prevail to a certain extent were it not for the vigilance of the truant officers. I am, however, of the opinion that regulation thirteen will counteract the effects of the Truancy Act. Children often stay away from school with the consent of their parents, but this can hardly be called truancy.

Quarreling—There is very little if any quarreling. At least I have never seen nor heard of any, but I rather suspect that boys occasionally settle differences of opinion, by an appeal to their fists.

Courtesy.—In my visits to the schools I have always noticed much delicacy of feeling and mutual respect among the children. There is, however, a wholesome rivalry, caused by the promotion and entrance examinations together with the monthly publication in the local newspapers of the class standing of each pupil, determined by the number of marks obtained, compared with the whole number of marks assigned to the sub-

jects of study. The county of Huron has some fifteen or sixteen weekly newspapers published within its limits, and owing to the interest they take in both the Public and High Schools, they are a most important factor in our educational progress.

Humanity.—This trait of youthful character is chiefly of home development, and I am not very sure whether dumb animals, either wild or domesticated, receive more merciful treatment now than formerly. A trespassing animal, whether bird or beast, is still subject to pretty rough usage, and often pays the penalty with its life. It is almost impossible to induce boys to believe that reptiles and some noxious animals should not be tortured to death.

Boisterous pupils.—The Public School children are not at all boisterous, either on the playground or on the road, except in a very few instances in which order and discipline are not what they should be in the school room. The teacher I consider entirely responsible for any boisterous tendency on part of the pupils. Children wishing to secure the respect of the teacher and the good opinion of the public for their school never indulge in any unseemly or objectionable conduct or recreation. Indeed children are very sensitive concerning the reputation of their school.

Truthfulness.—I cannot say positively that children are any more truthful at the present time than in years gone by. Teachers make no complaints, and a retrospect of my own long experience as a teacher in Public and High Schools fails to furnish me with any grounds of complaint in this respect.

The pupils in teachers' absence.—Except indulging in a little harmless mirth, children usually conduct themselves as well in the absence as in the presence of the teacher.

Corporal punishment.—Corporal punishment is rapidly disappearing. Of course it is still a recognized factor in school discipline, but only as a last resource. Punishment usually consists in confinement to the school house during intermissions.

Pupils' personal habits.—No fault whatever can be found with the habits of the school children. I consider their manners and habits decidedly pleasing and attractive.

School offences.—No offences of a serious nature have ever been reported to me, nor have I ever seen anything worthy of a second thought. Occasionally accidents will happen which look like offences, but investigation shows that blame can be attached to no one. I am unable to particularize as to the commonest school offence; indeed, I think there are none worthy of notice. In my experience as a teacher in a public school for sixteen years, in a high school for nine years, and as inspector for six years, I have not the shadow of complaint to make in regard to the conduct and character in general of public and high school students. Indeed, they possess many admirable traits of character for which they never receive credit. Whenever an unfavorable comparison is made, "school boy" is always the term of reproach selected, but were the lives of grown-up people as irreproachable as those of school children, ours would be a very different state of society.

The teachers. The moral tone of the teaching.—I would rather not give expression to any opinion on this question other than saying that I can see little difference, compared with former years.

Teachers suspended for immorality.—During my whole term of office I suspended none, and only one complaint was made.

Percentage of teachers total abstainers.—About ninety-five per cent. wholly abstain from the use of strong drink, while none uses it to excess.

Corporal punishment increasing or decreasing.—It is certainly decreasing.

School discipline.—Discipline is much less difficult than formerly. Teachers have now more commodious school rooms, and better appliance for teaching, and pupils are well provided with text-books, paper, pens, pencils, etc.

Methods adopted for moral instruction.—Good order, impartial discipline, corrective punishment, together with a sense of right and justice drawn from every incident that transpires during school hours. Moral instruction requires no text-book. Nearly every lesson taught furnishes matter for a lesson in morals.

Is moral instruction direct or indirect?—Both direct and indirect. Teachers use every available means for this purpose, but I attach most importance to home environment. If the home and the school mutually assist each other, the teaching is successful; but, of the two, the home influence is by far the stronger.

Teachers as church members—The public school teachers are nearly all church members, and those who are not yet recognized members are at least adherents of some Christian denomination.

Sunday-school teachers.—Many of them are also teachers in the Sunday school, and many more would be workers in the Sunday school were it not that they live at too great a distance from it, and I am quite confident that were ministers to make a slight acknowledgment by visiting the public schools occasionally, it would prove very helpful in elevating the moral and religious tone of these schools.

Religious instruction—With few exceptions teachers comply with the regulations regarding religious instruction.

Are religious exercises conducted reverently?—I never heard nor saw anything to make me think otherwise. Of course the same prayer repeated daily for years is looked upon as a mere matter of form. Variety, to children, is the spice of life, and if the teachers were to substitute a prayer of their own, and vary the expressions used from day to day, I think it would be a little more edifying.

Is the religious instruction satisfactory?—Judged by my ideal of what religious instruction should be, it is far otherwise. Conducted according to the present regulations, it degenerates into formal routine, devoid of all interest for the pupils.

Are trustees and ratepayers demanding more religious instruction?—They never give expression to any opinions on the subject, from which I conclude that they are quite indifferent regarding it. An education helpful in fighting life's battle is the education for which all are struggling.

Instruction by clergymen.—Trustees, ratepayers and teachers are all quite willing, even anxious some of them, for clergymen to visit the schools and talk to the children, hear classes recite, watch the daily exercises, or give religious instruction. They would only have to consult their own judgment in the matter, for no fault would be found with them, no matter what churches they represented. Their presence, however, is of rare occurrence, but why it is so is beyond my comprehension.

In conclusion, I would just say that I am perfectly satisfied with the attitude of all parties interested towards the public schools, except a little neglect on the part of some parents and some teachers, which I feel some delicacy in speaking about. I think, from what I occasionally see, that there is not as much respect given to age as in years gone by. Whether in the high or lowly walks of life, it is decidedly pleasing to see young people show consideration for the feelings of those who are approaching the end of life's toilsome journey.

COUNTY HURON—SOUTH.

J. E. Tom, Esq., Inspector.

Truancy is not on the increase in West Huron. There are a few cases of truancy every term in our town and village schools, but in the rural schools truancy does not exist. The majority of children enjoy attending school, and remain away only when circumstances compel them to do so. The average attendance during September and October this year was very low on account of many children being detained at home to assist in picking the vast crop of apples.

Quarreling is not common among our pupils. There are not nearly so many large pupils attending school now as there were twenty years ago. The improved methods of teaching, especially in the junior forms, enable pupils to complete the public school course at an earlier age than formerly. The course of study is more varied and there is more work for the pupils to do than there was in 1876. I have always found that the pupils who were interested in their work and who were given sufficient work to keep

them busy, were not inclined to quarrel. Fighting is now very rare and has gone entirely out of fashion with the better class of boys.

The courtesy and deportment of children depend largely on their home training. The parents of those at present attending school were pupils in our public schools twenty or twenty-five years ago. The training which the parents received in the public schools a quarter of a century ago is being reflected in the conduct of their children in our schools to-day. That pupils are not so boisterous on the public highway or in the play-ground as formerly, is partly accounted for by the smaller numbers of pupils. All persons are more liable to be noisy in a crowd than with few companions.

The teachers pay more attention to discipline and deportment now than they did years ago. The refining influence of our female teachers has done much to improve the general conduct of the pupils.

There is no cause for complaining of want of truthfulness among our pupils. Good discipline is easily obtained by most of the teachers. In 1896, three teachers of this inspectorate were forced to resign because they could not secure proper discipline. Their predecessors and also their successors secured good discipline without apparent effort. The cause of failure to control was in the teachers and not in the pupils. The pupils soon discovered that the teacher lacked governing power and acted accordingly.

Corporal punishment is less common now than it was in the sixties and seventies. There is less "lickin" and more "larnin." The teachers treat their pupils more kindly and they in return have more regard for the comfort and feelings of their teacher.

We have better school houses, better school furnishings, better homes and fewer children to care for than there were twenty-five years ago. All these things tend to make pupils more tidy and clean in their personal habits and more refined in their manner. Children are greatly influenced by their environment.

I do not know that there are any very common school offences in this division.

Report on the Teachers.

This year there are 58 male and 73 female teachers employed in the public schools of West Huron. There will be a larger percentage of female teachers next year.

The moral tone of our people has improved and with this improvement there is a corresponding improvement in the moral tone of the teaching profession. There is not a school section in this inspectorate that will engage a teacher whom they know is not morally straight. Moral looseness of any kind soon leads to the dismissal of the teacher. I have not suspended any teacher for immorality during 1896. I am satisfied that more than 90 per cent. of the teachers in West Huron are abstainers from alcoholic drinks. The day of the "tippling" teacher has gone, let us hope never to return. I believe the teacher's conduct should be as exemplary as that of the clergyman. His influence may be just as powerful. Corporal punishment is not on the increase. Better methods of teaching and more rational home training make proper school discipline less difficult than formerly. Corporal punishment is held in reserve for extreme cases, but is not common. Depriving pupils of part of the recess or detaining them after four o'clock and the giving of task-work are common modes of punishment. Moral lessons are taught incidentally in the literature and history lessons, also in correcting breaches of discipline, but the chief element in the moral education of the pupils is the example of the teacher.

I believe that fully ninety per cent., of our teachers are members of some Christian Church and that more than sixty per cent. of them teach in a Sunday school. The majority of them take an active part in Christian Endeavor and Temperance work, and in whatever will assist in the moral upbuilding of the community in which they reside.

The schools are opened or closed with prayer and the reading of the Scriptures. These exercises are conducted reverently, but occasionally it can be seen that the teacher is not in sympathy with these exercises but is simply complying with the regulations. Such cases are rare. When conducted in a proper spirit these religious exercises are helpful in moulding the moral and religious character of the pupils. In two sections the omission of

the religious exercises is a decided benefit to all parties. It prevents religious strife. I consider it would be unwise to authorize teachers to give religious instruction by the exposition of the Scripture lesson. Moral and religious duties may be taught incidentally to children of all denominations in the same school without arousing any ill feelings, but an explanation of the Scripture lesson by the teacher would in most sections lead to grave difficulties. With most teachers it would be a dangerous experiment. I have not heard of a single section in West Huron where the privilege granted by Regulation 100, has been taken advantage of. Trustees and ratepayers appreciate a teacher whose influence is on the side of morality and religion, but there has not been any demand for an extension of the time now allowed for religious exercises. The moral character and example of the teacher are helpful to the pupils, and frequently of great benefit to the whole section.

Teachers and trustees are not only willing but pleased to allow clergymen to visit their schools and address the pupils. There would not be so much difficulty in getting teachers to comply with the Regulations respecting public examinations if clergymen and parents would be more willing to visit the schools. In conclusion I must say that the moral influence of our teachers is something for which we should be grateful, especially when we consider that they are to a large extent moulding the destiny of immortal beings.

COUNTY OF KENT—EAST.

Rev. W. H. G. Colles, Inspector.

During the past decade the moral condition of our Public Schools has greatly improved, and while there is still much to be desired, we can look hopefully upon a brightening prospect of a healthier and better moral standing in the future. I shall notice the decline of vicious tendencies and the growth of the fruits of better teaching and of good principles under the following heads:

Conduct of Pupils: The wide education of the people by the pulpit and by the press, as well as the instructions given to the pupils in school, all tend toward the improvement noticeable in the conduct of the pupils. They are influenced by these to a sense of shame for rude or unseemly conduct, and they are more honest toward one another and more respectful to their teachers than pupils used to be. Corporal punishment is happily becoming quite the exception, partly because public sentiment is opposed to it, partly because teachers are trained to avoid it, and perhaps principally because offences deserving such severe correction are becoming rare. Such offences as fighting, quarreling, using bad language and theft are seldom known. Pupils who are inclined to offend against the laws of morality and propriety usually encounter the weight of the moral influence of their fellow pupils, which tends to make wrongdoing uncomfortable and which calls out the better elements in their nature.

There is one offence against honesty which in some schools is not yet unknown; that is copying at examinations, perhaps because it is regarded more as a *breach of rule* than as an act of dishonesty. This, together with secret filthiness as too often evidenced by the condition of the outbuildings, are the offences which appear to be most in need of correction.

Truancy. This is much less frequent than formerly. The proximity to the school-house, the greater appreciation of education, the better financial condition of the people and their consequent ability to dispense with the children's help in the avocations of life and to provide them with clothing and books; these as well as the milder and better methods employed in school tend to increase the attendance and to make truancy more rare.

Discipline. The fact that the percentage of female teachers has very largely increased goes far to prove that the discipline of the schools is much more easy to maintain than formerly. The multiplication of High Schools and Business Colleges, which

early draw off the more troublesome element, has much to do with this, and many schools that required the weight of a man's hand to hold them down are now perfectly controlled by a girl.

Teachers. The moral standing of our teachers, almost without exception, is "above suspicion." In a few instances intemperance used to be charged against individual teachers. I am happy to say this is now almost unknown. Young men have now too much self respect to become intoxicated or to frequent bar-rooms. Yes, the moral standing of teachers has improved under the influence of the teaching of the pulpit, the press, and such Societies as the Epworth League, the Society of Christian Endeavor, and the Y.M.C.A. Towards this end also the moral principles instilled into the hearts of teachers in their professional training have generously contributed.

Many of our teachers are active church workers, and their religious influence is reflected by the adults of the community upon the children, and the moral influence of the teachers is strengthened. During ten years of office I have not had occasion to suspend one teacher for immorality.

About 80% of our teachers are "total abstainers," and a case of actual drunkenness is almost unknown.

Moral and Religious Instruction. Moral and religious instruction is not given directly in our schools. From the fact that hardly a hint of any such teaching is to be found on our curriculum nor any text book or examination on such subject, it is well known that any such instruction must be given *indirectly*. In this way it is given in the reading and literary lessons and in the correction of pupils' faults. Almost all of our teachers belong to some religious denomination, and I should judge that almost half of them are members of some Christian communion.

Very few of our Public School teachers engage in Sunday School teaching: It would be good for the Sunday Schools but bad for the teachers to do so. They require Saturday and Sunday entirely free from the preparation of lessons and the care of children, that they may recover from the nervous strain and mental fatigue undergone during the week. The moral character and influence of our teachers are helpful to the pupils. Exceptions, happily are few.

The regulations governing religious exercises are generally carried out properly and reverently; I have not the least doubt of their value religiously and morally. The bowing of the little heads and the repeating of the Lord's Prayer cannot fail to have a good effect for the day, for life, for eternity. Let us do our part in sowing the good seed and look in faith for fruit in due season. "It is God that giveth the increase."

I am convinced if teachers were authorized to give religious instruction by exposition of the Scripture lessons much good would be the result. I suppose that in some *rare* instances religious strife might be aroused. The Devil, who *now suggests it* in order to prevent religious instruction, would probably make a few thrusts to try and scare religious instruction away. Perhaps any real objection could be prevented and any danger avoided by adopting some such system as the following:

1. Give every school the whole Bible with liberty to read the whole or any part of it.
2. Issue a handbook of brief and undogmatic exposition on such portions of the Scriptures as may appear most suitable for the instruction of the young. A copy of this book to be put into each school and to be used to explain such portions of Scripture when read. The exposition to be *read* from the prescribed book. This book could be such as would be approved by the heads of the various Christian denominations, and could either be read to the school daily by the teacher or put into the hands of such classes as would be able to read it, and be employed as a text book. It might contain a full set of questions and answers upon the expositions given.
3. A *regular time* should be set apart on each day's programme for instruction in the Scriptures.

Demands for Religious Instruction.—The subject of religious instruction is treated with almost complete indifference by the rank and file of the community. In religious education, as in secular education, advancement must be made by those who have the care of the people's educational interests. The clergy seldom visit the Public Schools, never systematically, to my knowledge. I believe that their occasional visits are well received, but frequent and unexpected visits to give religious instruction would interfere with the regular order of work and would impair their influence. No school could receive instruction from two or more separate and independent sources without any organized system and arrangement of hours. Religious instruction should be given by the regular teachers, at least a knowledge of Scripture and its exposition from an improved text book such as that above outlined.

The sardonic regulation which provides for giving religious instruction *after school hours* is necessarily, inevitably, a dead letter, whose only effect will be to some day awaken the resentment of the friends of religious instruction.

COUNTY OF KENT—WEST.

Robert Park, Esq., Inspector.

Truancy is certainly not on the increase, if by this is meant the pupil remaining away from school without the consent of his parents. It is to be regretted that pupils are absent from school much more than the Truancy Act allows, but it is the wish of the parents, who keep them home to help in busy seasons on the farm. Truancy, in the sense of remaining away from schools on account of dislike for school studies, is almost, if not altogether, unknown.

Twenty years ago school fights were common affairs. The old fashioned fight seems to have disappeared. I have certainly not heard of one since I became Inspector, and I have to go back five years before that to bring one into recollection. There are still battles, but the conflict no longer is with fists, and the battle ground has changed from the country road to the school-room, where the boys and girls contend now in mental combat. Games of one kind or other, have, I think, taken the places of fights, on the school-grounds, and the doughty knights of old, with "chip on shoulder," have disappeared.

Pupils though possibly freer in the mode of addressing each other, are certainly more courteous than in years gone by, and if there is any single thing in which they have made progress, it is in the development of humane feeling. I have never, within years, noticed undue boisterousness, either on the public highway or school-grounds, and in my intercourse with the pupils of this inspectorate, I have never seen sign, either to myself or others, of anything like impertinence or want of courtesy.

Exterior conduct shows that the boys of to-day are more manly and the girls more womanly than in the past. As these qualities are usually associated with truthfulness, I have every reason to believe that the pupils of this age will compare favorably with those of any other, for truth and for straightforward conduct, either on the school-ground or elsewhere.

In no respect have the schools improved more than in the matter of discipline. If one wishes to see what advancement has been made, let him visit a school conducted by a fossilized teacher of thirty years' experience. Most of the old teachers have advanced with the times, and many of them are to-day the foremost in the profession. A few have remained stationary. The comparison made by the visitor will not lead to the desire to go back to the good old days. He will find the school of the modern teacher filled with industrious pupils, and if he make enquiry of each of these pupils, he will find that all have well defined aims, implanted by the teacher. He will find the day's work going on pleasantly, and, in many cases, he may pass a day there without once hear

ing a pupil reproved, while the leather strap is so completely hidden that it will be hard to find. In the other he will find the blundering folly of almost constant whippings, and worse still, threatenings of dreadful consequences that are to follow the simplest offences. It will be well, indeed, if the general uproar permit him to hear the poorly taught lessons recited, and, if his feelings be like mine on such occasions he will be troubled with the double desire to escape speedily from the place, and to eject the teacher before taking his departure. I have known teachers go from the Model School with the notion that they would have to administer more or less corporal punishment, who have never had to resort to it, and their schools are noted for the excellence of their discipline, management and progress; and this was due, not more to the ability of these teachers than to the change in sentiment in the schools themselves. Fifteen or twenty years ago these teachers would have been compelled to govern before they began to discipline.

No one will question that pupils are tidier and neater in both person and dress and more cleanly in their habits. The improved condition of school premises, and the cleanliness manifest in water closets, bear evidence that the pupils are generally cleanly in habit, while the absence of marking and whittling in at least ninety-five per cent. of the closets marks a great advance morally. The remaining five per cent., or less, would be in proper condition too, were it not for the fact that a few of the trustees refuse to give, or delay in giving, better accommodation, imagining that the pupils of to-day are given to mischief as they were twenty or more years ago.

Considerations with respect to Teachers.

As I have been inspector but two and one-half years, it is difficult to say how much improvement there has been in the moral tone of the teachers in that short space; but, I can say, that it would be hard to find in any other occupation an equal number of more earnest, zealous, thoughtful, good living people, than are found engaged in the teacher's work in this inspectorate. There have been no teachers suspended for immorality or for any other cause since I began my work. Of the teachers, I think ninety-five per cent. are total abstainers, and none drinks in any way to excess. The five per cent. who cannot be called total abstainers are not less high-souled in purpose than the others, for they are certainly numbered among those who are exerting the very best influence for good in this division.

Corporal punishment is certainly not on the increase, but on the contrary, it is diminishing with very great velocity, and has vanished, I think, from many of the schools. Discipline and training have taken the place of the old fashioned government, and few of the pupils, in our schools of to-day, but have well-defined aims, toward which they are exerting themselves, instead of wasting their time carving their names on the school desks, as in "the good days of old." The pupils come from homes where there is considerably more refinement than would be found in the average home of twenty years ago, and this is well shown in their good conduct while at school.

There are no set methods for teaching morals in any of the schools of this division, nor time set apart for the teaching of special moral lessons; but the teachers fail not everywhere that occasion gives opportunity during the ordinary lessons in literature, history, etc., to teach the very best kind of moral lessons. This method has much greater and much better effect upon the lives of the children than the direct method could have, for it is when interest is aroused that the moral lesson can be brought home.

I could not assert positively what proportion of the teachers are in active membership with one or other of the Christian churches, but from my knowledge of them, I should say nearly if not all of them are. It is certain that the Sunday school, which is to be found in nearly every school section, is generally in charge of the teacher of the day school.

The regulations of the Department with respect to the opening and closing of the schools are pretty generally carried out, and I have never seen these exercises conducted with any sign of irreverence. In many of the schools the pupils join the teacher in

reciting the Lord's Prayer, and seem to join heartily in it too. I must say, however, that where the teacher is over zealous, and extempore prayer is made, I do not think the results are so good.

It is difficult to say whether the opening and closing exercises teach either morals or religion. I have always regarded them as useful in producing that calm and quietness with which a good, industrious day's school work should begin; but I am not sure that, as far as morality, religion, or school-work is concerned, the day's work could not as well begin with song.

Judging from cases that have arisen within my experience as a teacher and inspector, I should say emphatically that religious strife would arise if the teacher were to make exposition of the Scripture lesson. The teacher would certainly give the coloring of his own mind to his exposition, and even if he did not, it would be asserted that he did. I have never yet known a case where the teacher was over-zealous, that he did not soon lose his influence in the section. I do not give this as evidence, however, as I have been trying for fifteen years, without success, to solve the problem whether the teacher lost his influence through zeal for his religious principles, or was a poor teacher attempting to fortify himself by his zeal in religious matters. I may say, however, that the great mass of the community, so far as I know, and I have made it my business to enquire, are satisfied with the religious instruction now given in the public schools. This is true, whether you consult the teachers, the trustees, ministers of the gospel, or the general public.

Trustees and ratepayers do not in any instance demand, ask, or, so far as I know, wish an extension of the time allotted for religious exercises, but on the other hand many of them do express the hope that religious strife may be kept away by leaving matters as they are.

I have no doubt whatever that the high moral character of our teachers has a beneficent effect upon the moral character of our school children. The influence of the teacher's character combined with the moral lessons which incidentally arise, is the best means that I know for planting a high ideal in the breasts of our pupils.

Only one case has arisen in my experience where a clergyman wanted to give religious instruction in the public school, and that was some years before I became inspector. The clergyman continued for about a month to discharge his duty with zeal. At the end of that time the ratepayers urged the board to ask him to desist, and this he did. As no other cases have arisen it would be hard to say what would be done by either trustees or teachers if the clergy availed themselves of the opportunity allowed by law for religious instruction. But, as our people are law-abiding, I think no one would oppose the clergy if they made use of what is now allowed, but I am certain that the general sentiment is that no special religious instruction is desirable in our public schools.

COUNTY OF LAMBERTON—No. 1.

C. A. Barnes Esq., Inspector.

I do not think truancy is on the increase, in fact my impression is that it does not exist to any very great extent. The conduct of the pupils towards one another is improved, quarreling, rudeness, etc., are not common, and so far as I can judge the pupils are generally truthful and obliging, and more disposed to consider the rights of others, and more refined, pleasant and agreeable.

In regard to the moral tone of the teachers, I have always considered it high and in my judgment there is no other profession, or walk in life where so little fault can be found in regard to moral character as the teaching profession. I have been inspecting for nearly twenty years and so far I have never had occasion to suspend a teacher's certificate for any cause whatever. About forty per cent. of the teachers in my inspectorate are males and of these I assume the large majority are total abstainers, but I cannot say definitely.

The discipline of the school room has much improved, and corporal punishment is not common although occasionally resorted to. I think this is somewhat due to the Model School training—the instruction there given in school management and discipline being of immense value to the young teacher. And hence the government of the school is much easier and the teacher enabled to conduct his class more in accordance with sound educational principles. The moral teaching of the school room is more indirect than otherwise; the life and character of the teacher being a great object lesson daily before the class, and thus quietly and effectively inculcating moral principles which will greatly aid in the development of a high and patriotic citizenship. I have no means at present of ascertaining how many teachers are members of the church, or how many are engaged as Sunday school teachers. I have always been inclined to favor opening and closing religious exercises but the exposition of any portion of the Scripture by the teacher, I fear would not have satisfactory results, and would give rise to strife, and ill-feeling which would injuriously affect the school and the neighborhood. The trustees so far as I know do not take any lively interest in the religious exercises of the school, but I have no doubt both teachers and trustees would gladly welcome ministers especially at stated times to talk to the children on moral and religious questions, which would aid in moulding the character of the youth of the country so that they might grow up to manhood and womanhood as wise and useful members of society.

COUNTY OF LAMBTON—No. 2.

John Brebner, Esq., Inspector.

1. *Truancy.*—In towns and villages, where alone truancy really exists, the Truancy Act is useless, except in so far as it provides an office for some one. The parents are usually more to blame than the children, and it appears that no adequate provision is made for the punishment of either parents or children. In most cases, children are excused by their parents, and the truant officer has to report “kept at home,” when the fact is that the pupils were running the streets without leave. A weekly looking up of truants is not enough of oversight. When parents have done their duty, a daily call has cured some of the worst cases.

2. *Quarreling.*—I think there is not so much quarreling, but on the promotion of pupils from ward schools there are some very rough initiations. In rural schools there is very little quarreling.

3. *Courtesy, humanity, &c*—Generally, there have been great improvements, and yet the prevalence of the use of sling shots in the towns and villages, and the glee with which a poor squirrel is chased along a fence shows that the propensity to kill is still strong. The filthy condition of many of the boys’ outhouses in the country, and the cutting, carving and writing on them wherever watchfulness is relaxed, show how much room there is for improvement yet.

4. *Ordinary offences.*—Disrespect for the authority of teachers, copying and cheating at examinations and in written home work, swearing and carelessness in the use of school property especially the closets, are the most common school offences.

The Teachers.—1. Manners and dress have greatly improved, but I don’t think the moral sense of responsibility and conscientious effort to discharge duty is now so strong as it was a quarter of a century ago. My reasons for thinking so are (a), many trustees pay the least possible salary, and it is but human to be less anxious to give the highest service for the least salary; (b), the many kinds of non-professional standing afford an opportunity for the pretence of holding first or second class certificates, when the holder has but third class. Teachers should be above the meanness of deceiving ignorant trustees.

2. *Suspended for immorality, drink, &c.*—None in 1896, and only three in twenty-five years. Two men, addicted to drink, both second class, came into the riding, but left in time to save trouble.

3. I believe ninety per cent. are abstainers. Only one man is known to me who tastes liquor, but possibly ten per cent. may take something at times.

4. *Corporal punishment.*—I have not seen the rod used in a school for years, but it is used as a last resort. It is the only argument some natures can understand.

5. *School discipline.*—It is less difficult, and would be much more so were it not for the folly of some parents and a few teachers. Children, whose home training is bad and whose parents think the teachers should be as lax as they, cannot be managed but by a teacher of consummate tact.

6. *Forms of punishment.*—Keeping in, corporal punishment, principally for moral offences, and, I am sorry to say, the “imposition.” It is so easy to say “a hundred lines.”

7, 8, 9. *Moral improvement, &c.*—Both example and precept are used, but no set or direct moral instruction is given, except what comes up incidentally in the teaching, and in the government of the schools. It is therefore both direct and indirect. The earnest teacher finds ample material in the literature of the reading lessons, and the opportunity is seldom neglected.

10. *Teachers and church membership.*—I do not know of one who is not an adherent of some church, and most of them are members. In many cases they are teachers in Sunday schools, but complaint is sometimes made that the teacher never stays in the section during Sunday, and hence his moral influence is but partially exercised.

11, 12, 13. *Reverence at prayers.*—At the opening, but not always at closing. I have seldom seen anything like irreverence.

Where the teacher is under the influence of real religion, *religious exercises* are helpful to both morals and religion.

14. *Exposition of Scripture lesson, would it cause strife?*—I think it would in some schools. Teachers belonging to the proselytizing denominations could not help giving offence, as they think their ism the only true religion, and the basis of morality.

15. Most trustees and ratepayers are indifferent, and some would object to an extension of the time now allowed to religious exercises.

16. The moral character of the teacher is the most potent factor for good or evil in the school and neighborhood.

17. *Willingness of teachers and trustees to allow clergymen to visit schools.*—Much more willing than clergymen appear to be to make the calls. On 116 teachers only 78 calls were made in 1895, and of those one bright, attractive young lady received ten per cent,

COUNTY OF LANARK.

F. L. Michell, Esq., M.A., Inspector.

The moral condition of our schools.—The condition of our schools with regard to morality is of supreme importance, because if they are wrong here they are all wrong. Intellectual power, capability of reason, a fervid and generous imagination are but as sounding brass without the pure act from the pure heart. I am glad that more attention is to be given this substratum of a true education. The value of an education is not in thoughts, but in habits and character; not in *words*, but in *acts*. Viewed in this light, irregularity, arising from truancy or carelessness on the part of parents, presents a moral defect in our system. Outside of our towns there is little absolute truancy, but too many parents are careless regarding the attendance of children, and hence the irregularity of

attendance, which destroys the best efforts of the teachers and causes the pupils to grow up unpunctual, careless, shiftless citizens. The evil that this neglect is causing to our people can never be estimated. In towns the Truancy Act is not enforced, owing to its inherent defects. Unsatisfactory as is our condition in this matter of irregulars, I can readily report progress in other important respects. Pupils are not given to quarrelling and fighting so much as formerly. The local bully is a *thing* of the past. The teachers endeavor to introduce good manners towards themselves and among the pupils, and thus open the way to that courtesy which is the fountain of true culture. Pupils are taught from applications of reading lessons to be kind to dumb animals, to be truthful and honest in the business of the school and while at play. Seldom is boisterous or cruel play indulged in, and such only among the boys in the yard. Trees are taken care of and flowers cultivated and cared for by all the pupils. Corporal punishment is seldom needed, and the children can be trusted to the guidance of their own self-respect. Kindness on the part of the teacher begets kindness from the pupils, and one can notice a better feeling pervading the school than formerly. Canadian children are generally neatly dressed and cleanly in their personal habits.

The most noticeable defects are those common to all children—thoughtlessness with regard to the tasks assigned them, and more or less deceit in respect to the preparation and recitation of lessons. These evils are doubtlessly attributable in many instances to imperfect management on the part of the teachers.

Increased professional training at the Model School has done much to improve the moral tone of the teacher. Time servers we unfortunately still have—persons who fail to realize the responsibility of their calling, but they soon wear themselves out, and relieve the profession of their presence. During sixteen years I have had occasion to suspend the certificate of but *one* teacher for immoral conduct. Fully nine tenths of our teachers are abstainers from alcoholic drinks, and both in their walk and conversation set a good example to their pupils. Corporal punishment is rarely resorted to, as a better and healthier tone is secured and maintained without its use. Appeal to the pupils' sense of right and a judicious consideration for their welfare have rendered the use of the birch unnecessary. Abuses of discipline are punished by deprivation of school advantages, or, in more serious cases, by suspension. The stern "discipline of consequences"—director of the daily life of the adult—takes precedence over punishment inflicted on the person. Appeal to the parent or to the board is resorted to in extreme cases. The means adopted for moral improvement are both theoretical and practical; both indirect and direct. Moral lessons are drawn from the reading and literature lessons, from stories read to serve as composition exercises, etc., while the acts of pupils are commented upon by the teacher, either before the whole school or with erring ones after hours. Most of our teachers are fully alive to their great responsibility in this regard.

Fully seventy-five per cent. of our teachers belong to some Christian church, and many of these take part in Sunday school work where opportunity offers. Their desire is to do good in the community in which they are placed. The regulations regarding religious instruction are followed in a large majority of the schools (about ninety per cent.), and the exercises are conducted with seeming reverence. I consider these exercises helpful to the moral tone of the schools, because in them all acknowledge the Supreme Being, from whose generous hand all temporal and eternal blessings flow. I do not think that either pupils or teachers receive much good from them other than that above stated. I am satisfied that no lasting good would be accomplished by authorizing teachers to give direct religious instruction, while strife and bad feeling would be unavoidable. Ten of our teachers are competent to expound religious truths satisfactorily to all concerned. It would be impossible to formulate a scheme of lessons in which all pupils and teachers could heartily concur, and without conviction and earnestness no real or lasting good could be accomplished. Besides, trustees and rate-payers are quite satisfied with present arrangements, and in no case in my experience has any person or any Board asked for more religious instruction. Moral instruction receives constant and full attention, but religious dogmas cannot profitably form a part of the school curriculum. Morality, or the rights and duties of one towards another is

certainly within the sphere of the state. The moral tone of the school largely depends on the moral character of the teacher. Sharper cuties do not exist than children, and dishonesty or deceit on the part of the teacher is sure to produce similar results in the children. Conversely, the earnest, honest, energetic teacher develops these characteristics in the pupils.

Finally, teachers and trustees are glad to receive visits from clergymen. In all cases they are cordially welcomed, and remarks from them are listened to with deference. Surely a broad system of equality, such as now prevails, is preferable to one in which the narrower distinction of church would set family against family and sect against sect. In a system such as that proposed, I am afraid that a good many of our pupils would be better pleased in the breach than in the observance—more pleased to get home than to remain for religious exercises.

COUNTY OF LEEDS.—No. 1.

William Johnston, Esq., M.A., Inspector.

1. I do not think truancy is on the increase. As truancy is directly attributable to defective school management, clearly, it should decrease as the efficiency of teachers increases. A thirty-years' close observation of school work leads me to the conclusion that truancy is not so prevalent as it was a generation ago and that it is steadily on the decrease. In our rural Schools it is almost unknown; it is only in urban Schools that it is at all troublesome.

2. Quarreling among pupils is of rare occurrence. People now are not so quarrelsome as in former times. National arbitrations prove conclusively the truth of this statement. I rarely hear of fights among school boys. In my eight years' experience with High School pupils only one fight came under my notice. In truth, fighting is out of fashion.

3. Pupils treat each other kindly; they are not cruel; they are honest and trustworthy; corporal punishment is rarely a necessity; they treat their teacher with the respect due to his station; their cleanliness and refinement are highly commendable. In these respects there is certainly a marked improvement. The increasing wealth of the province is a sufficient guarantee for improvement in the personal habits and appearance of its youthful population.

4. The prevalent School offences are the ordinary waywardness and thoughtlessness of childhood and youth; such as inattention to School work and a restless activity which is adverse to the confinement of the School room and the severe mental labor without which there can be no real scholarship. But these can scarcely be classed as offences; they are *activities which require direction*.

The morality of teachers is certainly equal to that of any other class of men or women; and their morality increases with the increase of morality in the community. There can be little doubt that the teachers of to-day are more moral than those of the preceding generation; although I would be very sorry to cast reproach upon the noble teachers who were our instructors away back in the fifties and sixties. In my ten years' experience I have not been under the "painful necessity" of suspending one teacher on account of immorality or for any other cause. I am unable to say how many of my teachers are total abstainers from alcoholic drinks; but I know their is only one who indulges in intoxicants to such an extent as to attract the attention of the public.

Corporal punishment is decidedly on the decrease. It is now rarely used as a School punishment. Many teachers govern their Schools well without it; very few find

it necessary except on rare occasions. The "rod" is now as unpopular, among teachers, as it was once popular. I do not think School discipline is as difficult now as it was formerly. It seems to me that pupils are more easily managed ; but on the other hand I fear they do not do as much real solid work as was done when they were required to march forward, on the road to learning, with the rod at their back. There is now a tendency for the educational pendulum to swing across to the other extreme ; too much teaching and not sufficient work by the pupil is one of the impending evils in our Schools, and this may be attributed, in part at least, to the abandonment of the Solomon-philosophy which taught that sparing the rod, spoiled the child, "writing lines," remaining in at recess, noon, and after four o'clock now do duty as punishments. If these fail corporal punishment is used ; and as a last resource suspension of the pupil ; the last named being extremely rare. I know of no methods adopted for the moral improvement of pupils except a good example and the teaching of temperance. If the teacher is strictly honest and straightforward in all his dealings with his pupils he is inculcating moral principles which will continue to exercise a beneficial influence upon the pupil throughout his whole life. This, I think, the majority of the teachers do. No formal lessons on morals are given ; but morals are taught incidentally and, therefore, practically.

All my teachers are either members or adherents of a Christian Church. The teachers under me this year fall under the following Religious classification :—Methodist 47, Episcopalian 18, Roman Catholic 16, Presbyterian 14, Baptist 2, United Brethren 1. Possibly one third of them teach in a Sunday School. The regulations regarding religious instruction are followed in nearly all my Schools, but I cannot say that the religious exercises are conducted reverently. In many cases I have observed that they are gone through in a perfunctory manner devoid of that reverence which should accompany the reading of God's Word. The practice of allowing pupils to go out during prayers *cultivates irreverence*.

Notwithstanding all their imperfections I consider the religious exercises an assistance to government, morals, and religion. It was an evil day when religious strife was fostered by giving pupils the privilege to leave the room "during prayers" but the evil would be increased if all religious observances were banished from the School-room. The giving of direct religious instruction by the exposition of the Scriptures would undoubtedly arouse religious strife. But if it did not it is questionable if much good would result from religious teaching given by young men and women who have received little systematic training in either Morals or Theology.

Trustees and ratepayers do not demand the extension of the time now allowed for religious exercises. On the contrary they are supremely indifferent in regard to religious exercises in the Public Schools. The prevailing feeling is that the church and the home should provide for the religious while the Public School supplies the secular education ; and I maintain this view to be correct.

The moral character of the teacher is generally helpful to the pupil. Very few cases have come under my notice where the moral influence of the teacher was injurious to the pupil. The tendency at present, however, is downward rather than upward. The continued lowering of wages is driving out of the profession the best class of teachers and their place is taken by young men and women belonging to a lower grade of society. This is a disagreeable observation but a regard for truth makes the statement necessary. There is a great danger of deterioration of public morality in consequence of this movement.

I do not think that teachers and trustees have any desire to prevent clergymen from visiting their Schools and talking to the pupils. But it is a fact that few clergymen take advantage of the School Law regarding their privileges as School visitors.

COUNTY OF LEEDS.—No. 2.

Robert Kinney, Esq., M.D., Inspector.

Is truancy on the increase? No, it is almost unknown in the rural school.

Are pupils given to quarreling as much as they were ten or twenty years ago? No.

Are they more courteous to each other, more humane to dumb animals, less boisterous on the public highway, more truthful and straightforward in school and on playground, more to be trusted out of the teacher's presence, more easily controlled without corporal punishment, more disposed to consider the comforts of others, more tidy and cleanly in their personal habits and generally more refined in their manner? Yes, in every particular mentioned.

What are the commonest school offences? Tardiness, inattention or a want of continuous application, and too much reference in work which leads to a want of self-reliance.

Considerations with respect to Teachers.—Has the moral tone of the teaching profession improved since you became inspector? Yes, and in this respect matters are very satisfactory.

How many teachers have you suspended during the year for immorality? None.

What percentage of your teachers are abstainers from alcoholic drinks? All, 100 per cent.

Is corporal punishment on the increase? No.

Is school discipline less or more difficult than formerly? Less difficult, apparently.

What forms of punishment prevail? For serious offences, corporal punishment, for minor offences privileges are withdrawn. Sometimes impositions are given.

What methods are adopted for the moral improvement of the pupils? Describe as fully as you can the moral instruction of the school-room. Is it direct or indirect or both? To these questions I may state that all moral instruction, except the Scripture lessons and prayers, is indirect; incidents of the school-room, also in the lessons of history, reading and literature, are taken advantage of to illustrate and enforce moral truths.

What proportion of your teachers belong to some Christian church, as far as you know? Nearly all.

Do many of them teach in a Sunday school? Yes, many are Sunday school teachers.

Do they follow the Regulations regarding religious instruction? Yes, with few exceptions.

Are these exercises conducted reverently? Yes, invariably.

Do you consider them, in the light of your experience, helpful from a moral and religious standpoint? Yes.

Would it be likely to arouse religious strife to authorize teachers to give direct religious instruction by the exposition of the Scripture lessons? Yes, undoubtedly.

Do trustees and ratepayers demand the extension of the time now allowed to religious exercises? No.

Is the moral character of the teacher generally helpful to the pupils? Yes.

Are your teachers and trustees willing to allow clergymen to visit their schools and talk to the pupils? I am of the opinion that both teachers and trustees would gladly welcome clergymen for the above purpose, but my opinion is a mere conjecture on general principles, as my experience for the past twenty-five years, affords no data upon which to base an opinion on this subject.

COUNTY OF LEEDS.—No. 3.

J. A. Craig, Esq., Inspector.

I. PUPILS.

Truancy.—This troublesome and annoying fault, which was so common in the past, is now almost unknown. Children enjoy their school life and seem to look upon their work with pleasure. The attractions of the school room, the methods of teaching, the sympathy of the teacher and the humane discipline are the forces which counteract the tendency to truancy.

Quarreling.—Fifteen or twenty years ago every school had its bully. This character was not only the pet of the school, but often the pet of the section. To-day the youth who takes pride in his pugilistic ability is looked upon with contempt. The majority of the pupils attending our schools consider fighting disagreeable and beneath them.

Deportment.—In my contact with the children I have found them to be courteous, obedient and kind. I often meet school children on their way either to or from school, both in my own and neighboring counties, and I have never observed them act unbecomingly or rude.

Truthfulness.—Only once this year has a teacher complained to me of having difficulty with a pupil telling falsehoods. This evil, like quarreling, is looked upon by the majority as so disgraceful that few children will allow themselves to be caught at it a second time. The general sentiment of the schools is strongly against deception in either word or deed.

Personal habits, etc.—More than ninety per cent. of the school children in this inspectorate are neat, clean and tidy in appearance. I have only three schools in which any tendency to slovenliness seems to prevail, and even in these there is steady improvement. In this respect a neat, smart, tidy female teacher works wonders by her example.

Government.—Few teachers experience any particular difficulty in governing their pupils. I invariably ask teachers who appear weak in executive ability if they have any particular trouble in managing their schools, or if any pupils are hard to control. When the answer has been in the affirmative, I have in almost every case been able to trace the difficulty to a weakness in the teacher rather than to the inherent viciousness of the pupil.

Punishments.—The judicious teacher seldom finds it necessary to resort to corporal punishment. Indeed one rarely finds any instrument of punishment, such as a strap or rod, in the school: I have only learned of three cases this year where a teacher found it necessary to suspend a pupil—two for insubordination and one for bad conduct on the school grounds. Teachers are now able to manage their pupils without resorting to physical means. When punishments are found necessary the principal ones employed are detention after four o'clock and depriving of privileges. Moral suasion plays an important part in controlling children.

II. TEACHERS.

Moral standing.—I think it will be generally conceded that there is no class of individuals in the community, with the single exception of the clergy, whose morality exceeds that of our teachers. I have not been required to investigate a single charge of immorality proffered against a teacher during the five and one-half years which I have been inspector. I believe that the moral tone of the teachers is steadily improving. I know of only three teachers in this inspectorate who use alcoholic drinks in any form, and these are by no means to be classed as intemperate; so far as I know the rest are total abstainers, and many of them active temperance workers.

Moral training of pupils.—Utilitarian considerations are yet the most prominent factors in our educational system, so far as its practical workings are concerned. Success at examinations undoubtedly stands first in the minds of many of our teachers. I believe that the relation of education to the nation, the development of character and the fitting for citizenship are duties which should be kept more prominently before us. Morals to be successfully taught to children must be taught concretely. This is the method of moral instruction which is followed in our schools. Cases of profanity, dishonesty, untruthfulness, selfishness, insubordination, etc., are dealt with as they occur. Virtuous acts of some kind are almost continually before our schools and are constantly being emulated and admired by teachers and pupils. By the substitution of facts for shams children soon learn to know and to avoid frauds.

Religion.—All the teachers in this county subscribe themselves as members of some Christian church, and many of them take an active part in Sunday school work, and in the social work of their respective denominations.

The regulations regarding religious instruction are followed by nearly all our teachers. In a few sections, owing to the population being about one half Roman Catholic, the trustees have instructed the teachers to dispense with the opening and closing exercises. I am frequently present at these exercises, and have always found them conducted reverently and thoughtfully. I consider that the daily acknowledgment of our dependence on a Supreme Being and our recognition of the Bible as His revealed will to man are most important elements in our efforts to give moral instruction. In this land of churches and Sunday schools our teachers should not be called upon to give expositions of Scripture lessons in the day schools. There is so much dogma, denominationalism and doctrine taught from the pulpits that no teacher, even if he were an angel, could give expositions of Scripture and steer clear of the rocks.

I have yet to learn of a single instance of a clergyman of any denomination taking advantage of the regulations regarding religious instruction in the schools, or of trustees or ratepayers demanding an extension of the time now allowed for religious exercises. I am inclined to believe that any forced interference by the clergy with our educational system would stir up sectarian strife and probably result in a demand for the abolition of all religious instruction from our schools.

General.—The cultivation of the emotions and the development of a strong will power are by no means neglected factors in our public school work. The strong altruistic tendency manifested by the children of to day is a standing proof that the daily toil of our teachers is not in vain. One seldom meets with that coarse vulgarity and boorishness which is so characteristic of children who have not the privilege of attending school.

It would not be true to affirm that the teachers meet with no difficulties in the management and government of their schools. The children of to day, like the children of the past, have evil tendencies which have to be counteracted and finally eradicated. In many cases our teachers fail in their efforts in this direction, not so much because of inability to deal with the difficulty as because of the irregular attendance of the pupil, the indifference of the parents and the corruptions of home life. Children who come from homes where profanity, vulgarity, deception, backbiting and mean trickery are rife cannot be expected to become models. Happily such homes are few, so that the overwhelming preponderance of sentiment in the school is sufficient not only to check the expression of such home life but to at least partially win many of the children from such homes to a better and more cultured way.

COUNTY OF LENNOX AND ADDINGTON.

Frederick Burrows, Esq., Inspector.

With regard to truancy, I hear of none outside the town and villages, and very little anywhere. The milder discipline, improved school accommodation, more interesting, attractive and rational modes of teaching have greatly conduced to lessen the tendency to play truant. The non-attendance and irregular attendance are in most cases due to the almost criminal apathy of parents. The boys especially are kept out of school during the time for agricultural operations. The girls have a better chance.

There has been a marked improvement in the deportment of pupils in the last twenty-five years. Very little of that boisterous, turbulent, and vandalic spirit, so common some years ago, can now be seen. Pupils are found everywhere cooperating heartily with their teachers in putting the school premises into a more attractive and tidy shape. More courtesy, refinement and self-respect are everywhere noticeable. Very little quarreling is seen. Of late years the disposition to copy at examinations, or to practice dishonesty in school work is rarely seen. In many schools corporal punishment is but seldom used, and scarcely ever in the grosser and repulsive forms of older days. Good order is usually found in the schools when visited, and apparently without resorting to any harsh means to secure it. Pupils are kept busily employed with school work, and the temptation to indulge in mischief and disorder is thus obviated. I hear so little of school offences that it is difficult to say which are the commonest. Certainly with the good teacher they are reduced to a minimum, and have become rare in most of the schools. It must be observed, however, that the schools generally are much smaller than they used to be, with fewer large pupils, and therefore more easily controlled.

Pupils almost invariably appear at school clean and tidy. The teachers set them a good example in this respect.

As to moral tone, the teachers have always stood well since I became inspector. Only three cases of immorality have come to my notice in the past twenty-five years. No teacher has been suspended during this year for any cause. I believe all my teachers are abstainers from alcoholic drinks. Corporal punishment has greatly decreased, and school discipline is less difficult than formerly.

Deprivation of school privileges, and an occasional use of the strap are, I believe, the usual forms of punishment.

Moral instruction is incidental. The example of the teacher is the greatest moral force employed. "Do right," is constantly inculcated.

As far as I know, nearly all my teachers belong to Christian churches, and many of them engage in Sabbath school work.

The regulations regarding religious instruction are usually observed, and, so far as I have seen, generally in a reverent spirit. When conducted in a proper spirit these exercises are certainly helpful from a moral and religious standpoint. They are sometimes conducted in such a flippant and perfunctory way that but little good comes from them. In mixed schools (Catholic and Protestant) those who remain for the religious exercises are not always in the best mood to listen to them.

Direct religious instruction by the exposition of the Scripture lesson would, I fear, lead to trouble, owing to the fact that the sectarian bias of the teacher would likely show itself.

I have heard of no demand on the part of trustees or ratepayers for an extension of time for religious instruction in schools. In fact, owing to the great diversity in religious beliefs, a good many deprecate all religious teaching in the public schools.

I am sure that teachers generally would gladly have clergymen visit their schools, but I regret to say that very few clergymen appear disposed to avail themselves of the privilege now granted, judging from the reports of visits made by teachers.

It must be gratifying to you, sir, who take so deep an interest in the moral and religious, as well as intellectual welfare of our youth, to know that our schools are doing a fair share of the work of developing in our future citizens those high moral principles which alone can ensure a grand future for this country.

COUNTY OF LINCOLN.

J. B. Grey, Esq., Inspector.

Cases of truancy in the country schools are very rare, but in towns and villages we still find a number addicted to the habit. On the whole, however, I think the practice is decreasing. Quarreling is not nearly so common as it was ten or twenty years ago. We can remember the time when fighting among the boys was one of the principal amusements of the play ground, and was about the only means employed to settle little difficulties, but I am assured by the teachers that a fight is something that occurs now only at long intervals. In their intercourse with each other pupils are becoming more courteous, but I think the average boy is not any more humane to dumb animals than he ever was. So far as I observe the conduct of the children on the way to and from school is very good. After dismissal they go immediately to their homes, are not rude to strangers whom they meet, and do not do not conduct themselves in a noisy and boisterous manner. Whether they are more truthful and straightforward in school and on the play ground I am not prepared to say as I have neglected in my conversation with the teachers to get any information on this point. If a teacher's discipline is of the right kind, and if he is liked and respected by his pupils, then he can trust them out of his presence, but if he is harsh and tyrannical and does not in his discipline aim at self government, his presence is a necessity to secure proper conduct. A child whose only motive for being good is fear of the master is going to take the risk of being found out and say and do things which he would not if the teacher's eye were not upon him. I do not think that children are more easily controlled now than they ever were, and the reason that corporal punishment is not administered as freely as in past years, is that the lighter punishments are found to answer the purpose as well, if not better. If the teacher is kind and considerate in his intercourse with his pupils then his comfort is a matter of some concern to them, but if he is neglectful of their comfort and well being, or if he is disliked, he receives very little attention at their hands. Pupils are more tidy and cleanly in their personal habits than they were a few years ago and are more refined in their manner. We would reasonably expect this. The community at large has made progress along these lines, and in the schoolroom more pains are taken with the habits and manners of the pupils than formerly. The commonest offences of the schoolroom are dishonesty in work, lying and swearing. Now, I do not wish you to infer that these vices prevail to an alarming extent, but they exist more or less, and in some localities more than in others.

At present the moral character of the teacher in this county stands very high and compares favorably with that of any other class or profession, the clergy not excepted. During the year I have not suspended a teacher for immorality or any other cause. We have not a single teacher in this county addicted to drink and I am safe in saying that fully ninety per cent. are total abstainers. Corporal punishment is not on the increase, in fact it is decreasing very much. Such is the prevailing public sentiment against this time honored and Scriptural mode of punishment that I am strongly inclined to the opinion that it is not used as frequently as it should be. In the case of a disobedient and an unruly child, it is more effective and reasonable to give him a switching when he needs it than to worry along with him, inflicting punishments about which he cares very little. School discipline should be less difficult than formerly from the fact that the schools are not overcrowded, that the children attending are at an age when they are easily controlled, and that the accommodation is greatly improved. The forms of punishment which pre-

vail are detention after school hours, forfeiture of privilege, demerit marks, censure, impositions and occasionally corporal punishment. Teachers are not yet fully alive to the truth that character building is their highest and most important duty, and is of more consequence to the child than the training of the intellect or physical powers. Moral instruction is for the most part given incidentally, and is both direct and indirect. If a child is overtaken in a fault he is dealt with privately, and is advised, admonished and punished, if necessary. If a teacher discovers that some vice is prevalent in his school he makes that the text of a formal moral lesson given to the whole school or class as the case may be, or if in the progress of a lesson some character or deed is mentioned worthy of imitation, the pupils are exhorted and encouraged to follow the example. About eighty per cent. of our teachers belong to some branch of the Christian church, many of them teach in the Sabbath school and not a few do what they can to help along literary societies and kindred organizations. The regulations regarding religious instruction are strictly enforced. I have had many opportunities of observing how these exercises are conducted both at the opening and closing of schools, and I have very seldom seen a child whose attitude at least was not attentive and reverent. As the Scripture lesson is read without note or comment, and no effort made to impress the truths contained therein or fix them in the memory, it is my opinion that the exercise is of little value in cultivating morality or fostering religious sentiment. And as the supporters of our schools are divided into so many different sects by their views on doctrinal truths and church polity, I think it would be the cause of endless trouble and disastrous to our schools to authorize teachers to give direct religious instruction by the explanation of the Scripture lesson. If teachers were allowed to deal with this lesson as they give a Grammar or History lesson, offence would surely be given in some quarters, and such would be the discord created, that to carry on a school efficiently would be an impossibility. Instead of trustees and ratepayers demanding the extension of the time now allowed for the devotional exercises, I believe there are very many in this county who think it would be as well to omit them altogether and relegate religious instruction to the home, the Sabbath school and the church. It is acknowledged by all that the child is very greatly influenced by his teacher and that that pupil who has a teacher whose character approximates in some degree to that of the Great Teacher, is highly privileged. A clergyman when he visits our school is always made welcome and treated with the greatest respect. I am very sorry, however, to report that we have only a few clergymen who take an active part in secular education, accepting the statement as true that a complete education requires the harmonious development of all parts of the nature and knowing that the religious training of children is woefully neglected at the present day. I would be in favor of adopting some such arrangement as has been agreed upon in the settlement of the School Question in Manitoba.

COUNTY OF MIDDLESEX—EAST.

John Dearness, Esq., Inspector.

In the past twenty years the morality of school children has improved; there is certainly less evidence of immorality among them. This opinion is based mainly upon their conduct during examination, their regard for each other's rights during play-time, and the condition of the water-closets. Copying and untruthfulness respecting their class and seat work is less prevalent, bullying and cruel roughness in play is not so frequently seen, and there is less, much less obscenity found on the walls of outhouses. In making this claim it has to be admitted that there are fewer large pupils at school now than formerly, that fear—a prolific cause of lies among children—is less used as an influence in school government, and that the supervision of the outhouses is much more regular and efficient than formerly. When the teacher ruled by force, force was resorted to as an arbiter in the

play-ground. I believe there was more "fighting" at school in a month twenty years ago than in a whole year now. Some people profess to see in this fact a sign of decadence.

Reading such lessons as "*The Boy and the Chipmunk*," and "*Somebody's Mother*,"—their number might be increased in our Readers—softens a boy's nature. Eight years ago the East Middlesex Teachers' Association bought, and placed in every school within its jurisdiction, a nicely-bound copy of the volume published by the Toronto Humane Society, to be used for Friday afternoon readings; bands of mercy were formed in some of the schools. These and other influences have been felt in making the children more considerate and humane in their treatment of dumb animals and of aged, weak and imbecile persons.

In the respectfulness of the demeanor of the children towards their teachers and elders I cannot say that I observe much difference as compared with former times. In deportment, good manners, there is room for improvement.

Truancy is not now, in fact, never was, a serious fault of rural school children.

MORALITY OF THE TEACHERS.

In a period of twenty-two years only one teacher in this division has been formally charged with immorality—a case of using immoral language. I have heard, once or twice, in every two or three years, of a teacher using intoxicants to excess. At the time of writing I do not know of one who uses alcoholic drinks at all, and only two who use tobacco in any form. We are not now, as in former years, required to report on the religious denomination of the teachers, but I have not heard of any of them as non-church-goers, nor ever observed or heard of irreverence on their part in conducting the religious exercises of the school.

It may be said that, as a rule, the teachers come from the best families in the community, and influenced by the growing tendency to govern their schools by moral suasion rather than by fear and force, they naturally, almost necessarily, present to their pupils their best moral precept and example.

RELIGIOUS INSTRUCTION.

The prescribed religious exercises are pretty generally, regularly, and, I believe, reverently, conducted; but, so far as I know, not more or less so than at any other time within the last twenty-two years. They are acceptable to the people, and pretty generally approved by them, so far as I know. The priest has given religious instruction to the Catholic children in the schools of Biddulph, but I have never heard of any other clergyman taking advantage of the provision in the 100th Regulation, nor have I ever heard any ratepayer or parent expressing a desire that such provision should be used in his own school.

COUNTY OF MIDDLESEX—WEST.

H. D. Johnson, Esq., Inspector.

Truancy, I may safely say, is practically unknown in the rural schools; in the towns and incorporated villages, an occasional case occurs, but, I am pleased to report, that it is rapidly decreasing in these localities also.

Pupils are given to quarreling much less than they were ten or twenty years ago. In all the schools it is looked upon as being beneath the dignity of a pupil to quarrel, not only by the teacher and parents, but also by the pupils themselves. This healthful moral tone has had a very salutary effect upon the conduct of the pupils in this respect, and has tended very materially to bring about the present happy state of things in our schools.

The pupils are more courteous to each other, more humane to dumb animals, less boisterous, and more civil and polite on the public highway than some years ago. A spirit of truthfulness and honor is found to prevail very generally among the pupils in the school-room and on the play-ground. Most of them esteem it a favor and an honor to be trusted by the teacher out of his presence, and, as a rule, they are careful not to abuse the confidence thus reposed in them. They are more easily controlled without corporal punishment than formerly, and are much more disposed to consider the comfort of the teacher than pupils were in years gone by, and they are generally ready to do any little acts of kindness for him or her when the opportunity offers. Generally speaking, they come to school clean, neat and tidy, and pay strict attention to their personal habits and appearance, and seem to take a commendable pride in being refined and polite in their manner.

It is somewhat difficult to say what the commonest school offences are. Whispering and neglecting to prepare work assigned by the teacher occur occasionally in most schools. Formerly *copying* was the most serious offence, but, owing to the stringent measures adopted by the teachers to prevent it, and the spirit of honor and honesty that is rapidly gaining ground among the pupils, I am glad to be able to report that this most serious offence has been almost entirely banished from the schools. So much importance is still attached to pupils passing examinations that teachers have to be constantly on the alert to prevent them falling into this detrimental habit.

TEACHERS.

The moral tone of the teaching profession has improved since I became inspector. I have not had to suspend a single teacher since I took charge of the schools. So far as I know, all the teachers are total abstainers. Corporal punishment is rapidly decreasing. The adequate seating accommodation found in nearly all the schools, the excellent classification of the pupils that exists, the improved desks and seats, the skill and tact possessed by many of the teachers resulting from their professional training, the increased attention given to the ventilation and to the proper temperature of the school-room have been largely instrumental in producing this desirable state of things in the schools. I must also mention another factor, namely, having the pupils engage in calisthenic exercises and singing at the end of each hour, or whenever they are becoming restless. This method has been found to be very useful, especially in the management of primary pupils. I may add that school discipline is much less difficult than formerly.

The forms of punishment that prevail are, (a) changing the seats of pupils that misbehave, (b) detaining pupils to do work that may have been neglected by them, (c) and occasionally corporal punishment administered with the regulation strap.

The principal methods adopted for the moral improvement of the pupils are, (a) when any of the pupils has been guilty of any serious offence, the occasion is taken advantage of by the teacher, if deemed prudent, to impress on the whole school the importance of doing right and shunning evil, (b) moral lessons drawn from the literature lessons (c) moral and useful lessons drawn from the lives of great men, (d) memorization of moral poems, poetic gems and moral maxims, (e) repeating the Ten Commandments, (f) singing suitable school songs and gospel hymns, (g) lessons on sobriety and purity in connection with physiology and hygiene, (h) strict attention given by the teacher to the language of the pupils and to the formation of correct habits by them, such as honesty, punctuality, obedience, truthfulness, industry, etc., etc., both in the school-room and on the play-ground, (i) reading portions of Scripture at the opening and closing of the daily exercises, (j) and in a few schools (sixteen in '95), religious instruction given by the resident clergymen, conducted somewhat after the same manner as a Bible class lesson. In some schools the pupils repeat the Lord's Prayer with the teacher, and in others, either before or after the Scripture reading and prayer, some suitable hymn, such as the "*Morning Hymn*," or "*He Leadeth Me*," etc., etc.

The moral instruction is both direct and indirect, the indirect is found to be, generally speaking, the most effective.

All the teachers in this division are adherents of some Christian church, and as near as I know, the majority of them are members. Many of them take an active part in Sunday School work. Nearly all of them follow the regulations regarding religious instruction. These exercises are conducted reverently, and I consider them, in the light of my experience as a teacher and inspector, as helpful from a moral and religious standpoint.

I am of opinion that it would be likely to arouse religious strife to authorize teachers to give direct religious instruction by the exposition of the Scripture lesson.

The trustees and ratepayers do not ask for an extension of the time now allowed for religious exercises.

The moral character of the teacher is very helpful to the pupils, indeed in my humble judgment, I know of no other factor connected with our schools so potent as the teacher's character. He exerts by his example an almost irresistible influence on his pupils, either for good or for evil. If the teacher manifests the Christian virtues in his daily walk, and in his dealings with his pupils, they will also manifest the same in their conduct. "As the teacher, so is the school" applies in this matter as in all others connected with our schools.

The teachers and trustees are quite willing to allow clergymen to visit their schools and address the pupils.

COUNTY OF NORFOLK.

J. J. Wadsworth, Esq., M.A., M.B., Inspector.

I. *As to the pupils:* Truancy is not on the increase. Pupils are much less given to quarreling than they were many years ago. There was much more fighting among the boys when they were ruled by the old fashioned master of thirty years ago. In regard to the other ethical points mentioned, I cannot see any difference between now and ten or twenty years ago. The old-fashioned master disappeared from this county long before that time. School offences in this county are of very trivial character, and result from childish thoughtlessness rather than from lack of morals. It is very seldom that any teacher uses the rod, and such a thing as a sound flogging is almost unknown. But here I must say that this state of things has existed for far longer than ten years. This is an old county, and our people have reached a high plane. There is very little crime, very little litigation in Norfolk.

II. *As to the teachers:* I must respond in pretty much the same tone to the inquiries regarding teachers. We have not an immoral teacher in the county, I have not suspended a teacher for immorality in all the twenty-five years of my inspectorship. Nor have I ever seen a teacher intoxicated in all that time. I do not think all are teetotallers, but the great majority never touch, taste, or handle liquor.

As to punishments, a rubber strap is kept in stock, but seldom applied. Pupils are detained after hours a few minutes, or lose marks.

The moral instruction of the schoolroom is accomplished mainly by regular discipline, the cheerful pursuit of knowledge, the graceful amenities that follow from educating boys and girls together, and by the insensible yet enduring influence of the teacher's own character. Most of our teachers belong to some Christian church, many teach in Sunday school. They read the Scriptures, without comment, and read the prescribed prayers. A few make extempore prayer. The exercises are conducted reverently, and are helpful, but as a rule are rather of a perfunctory kind.

I think decidedly that it would be very inadvisable to authorize teachers to give direct religious instruction by expounding the Scripture lesson. It would be a very dangerous and retrogressive step.

There is no demand for any extension of the time now allowed for religious exercises. Teachers and trustees are willing to allow clergymen to visit their schools and talk to the pupils, but such visits are rare.

The weak point in the instruction of the youth of Ontario in morals lies in the fact that the children who most need moral training and moral elevation are the very ones who attend school the least. It is in the towns and villages, where children run the streets both day and night without proper parental home influence, that vicious habits are formed. Neither the home, nor the school, nor the church, nor the magistrate has any controlling influence over the crass moral obtuseness of these unhappy ones. The truant officer is doing good work, but his activity should be stimulated by every possible means. Absence from school in the country means ignorance, but in town it often means both ignorance and vice. You cannot too strongly urge this matter on town and village trustees.

Notwithstanding what I have said about the good morals of our youth in general, I think that the systematic teaching of the principles of ethics would be of very great advantage. If the leading rights and duties of man were taught as clearly and persistently as arithmetic, hygiene, and temperance, character would rest on a firmer basis than mere habit and conformity. I feel sure that temperance is being very effectively taught. Why not systematize the teaching of other duties?

The best way to put moral teaching on a solid basis would be to place the subject on the Model School programme as a necessary study for a professional certificate.

Some good work on Sociology, clearly setting forth the duties as well as the rights of citizens, young and old, would be of great use. A regulation insisting on the regular teaching of the principles of morals would be necessary, and also an examination in the subject at the entrance. Nothing counts in these days unless it is made a compulsory subject of examination. This is the case with temperance now, with the best results.

There is little doubt that much may be done to train youth in morals, without entering the field of spiritual religion.

COUNTY OF NORTHUMBERLAND.

Albert Odell Esq., Inspector.

Appointed to the Inspectorship of the County of Northumberland, just one year ago, I cannot therefore, from the standpoint of an inspector furnish the Department of Education with a very accurate and full report on the moral standing of the teachers and pupils of my county, yet as a teacher in close touch with the profession for a number of years, I might say something which may be helpful in arriving at a proper estimate of the Province as a whole.

Only in the larger cities and towns is truancy known, but as a preventive, truant officers are regularly appointed. Pupils are more considerate of one another's rights, and a more tolerant and respectful spirit pervades the schoolroom. These effects may be traceable to the greater moral force of the teacher. Formerly, the only punishment a teacher could conceive of was corporal punishment, and this same spirit was caught by the pupils, resulting in this brutal conduct towards one another. Now, it is but little resorted to in maintaining discipline, with a corresponding beneficial effect on pupils. The stream can rise no higher than its fountain head, neither can the moral tone of the school rise above that of the teacher.

As there is a gratifying decline in the spirit of quarreling, there is a like increase in courtesy. A more humane treatment of dumb animals, and the tendency to insult the old and infirm on the public highways is greatly diminished.

At written examinations, a great weakness in moral character is manifest. It does not seem an offence to pupils to appropriate the work of others and thus get credit for it.

The offence is much greater than it appears on its face, as it is far reaching and may seriously affect their after career. Dishonesty in however a slight degree, if at all practised, will develop and bring in its train regretful consequences.

There were no suspensions this year for immorality; and further, over ninety-five per cent. of my teachers are total abstainers from alcoholic drinks.

In nearly every school moral instruction is given indirectly, lessons being drawn from the ordinary readers and other studies, particularly hygiene and temperance. The results from such lessons are very gratifying; but in my judgment something more direct should be given as well. Every child should know from memory the Decalogue, the Lord's prayer, the Beatitudes, and other parts of the Bible also.

Many teachers throughout the county, what proportion I cannot say however, are engaged in Sabbath School and other noble work, and are the moral centres of their respective sections.

Would it not be well to prepare selections for memorization from Holy Writ, for the different grades of our public schools?

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COUNTY OF ONTARIO.

James McBrien, Esq. Inspector.

The moral tone of the teaching profession has improved remarkably since I became inspector. Their moral character as a body, is irreproachable. In a moral point of view, the teaching profession will compare favorably with that of law, medicine, or theology. I make no exceptions. During the current year, no teacher has been suspended for immorality or any other cause. A very large percentage of my teachers are abstainers from alcoholic drinks. Intemperance is a thing of the past. The spirit of the age will not tolerate it.

The spirit of our discipline is constantly to throw the pupil upon his own responsibility and to lead him to do right because it is right. We have no faith in police or constable duty in school management. Therefore, as the self-government of the pupil increases, the government of the teacher decreases until it reaches zero. The pupil is now monarch of himself. Hence corporal punishment is gradually decreasing. We only use it as a last resort in cases of open, defiant, persistent disobedience. Moral suasion is the principal lever in the hands of the teacher. Having established a proof of his guilt in the judgment of the culprit, he is pardoned, put upon his honor and trusted. Mercy is the fairest attribute of power.

We give the culprit a day or two to think of his offence and, thus, bring him face to face with his violation of law and order. Reflection seldom fails to bring him to self-examination and self-direction. Severity of punishment creates fear, and fear promotes secretiveness, a prolific source of deception or practical lying. We oppose it might and main. An ounce of prevention is better than a pound of cure.

Some of the morals acquired in the school-room: Every act performed by man is attended by two effects,—an increase of power and a tendency to repeat the same. This is the law, according to which all morals or habits are formed, and which underlies all school-work in the formation of character. The regulations of the Education Department require a time-table to be hung up in every school and a due proportion of the

teacher's time to be given to every subject on the prescribed course of study. Hence, as every subject is daily and practically taken up with due regard to the mental faculties of the children, it follows as effect follows cause, that habits of forethought, prudence, order, regularity, punctuality and system are incorporated in the very fibre of their being. It is easy to see how the wide-awake teacher can form any habit he wishes. Lashed to purpose, all he has to do is to hold the scholar to a fixed course of action, without variability or shadow of turning.

By the thorough organization of the school, the pupils are kept usefully and happily busy. It has been beautifully and forcefully said that idleness is the devil's workshop. Therefore, honest work must be God's workshop. I am proud to be able to report that nearly all the scholars in this county are doing their best, their very best in God's workshop learning to use his tools. The self-activity of the scholars is kept on the best lines and, therefore, no man can estimate the amount of virtue, truth, and happiness realized for such a mine of wealth,—mental, moral and financial.

There never was a time, in the history of the Public Schools, when sanitary conditions received such close unremitting attention—position, change of position, ventilation, cleanliness, temperature, hygienic laws, play, games—all of these are in full force to preserve and promote the good health of the pupils. Good health is the synonym of cheerfulness, which bears the same relation to morals that the sun does to flowers. It gives them their beauty, brightness and fragrance. Show me a man who is irritable, peevish, and disagreeable and I will show you a man whose liver or stomach is out of order.

Children are not fools and are capable of reasoning on suitable subjects. Hence we appeal directly to reason, judgment and conscience—and not without effectiveness. But we rely more upon the living example and personality of the teacher to inculcate gentleness, courtesy, kindness,—in short, all those refined and engaging manners which are a passport to success in life. We rely still more upon indirect moral instruction. We study one child and observe his habits. These are dissected and when one is found vicious or sinful, he is led to cast the search-light of his imagination upon the fearful consequences of his conduct and thus to change his motive and course of action, more—knowing the expansive power of a new idea, we inoculate him with the opposite idea to the one that was the spring of his former habit. He is led into newness of life by a way he knows.

The school-room is a court of justice held daily. It must needs be that disputes and offences come. In the settlement of these, the teacher holds the balance impartially between the plaintiff and defendant and, therefore, they are taught fair play or evenhanded justice, more,—they are taught forbearance and conciliation, habits imperatively demanded in a country like ours. It is constantly necessary to hold the desire of a certain pupil in check, and to lead him to see that it is necessary for him to act in the interest of the whole school, and he understands it. On the other hand, the teacher is not slow to throw the united opinion of the whole school against the misconduct of a certain one and, thus, to crush it out of existence. Here we have united action in the best interests of the commonwealth, just as society unites to destroy any vice or sin that threatens its welfare. It is quite manifest from the foregoing considerations that co-operation and helpfulness to each other are also inculcated. This contains the very essence of Christianity in earnest. We have no code of laws or rules hung up in the school-room. The pupils are taught to take care of their books and clothing, and not to injure school property. Hence they learn in time to acquire the habit of economy and to differentiate between mine and thine. Suffice it to state, that conscience is exercised continuously in distinguishing right from wrong, purity from impurity, truth from falsehood, and this more especially in teaching history and literature. The light of conscience must grow brighter and clearer as life advances.

Nearly all my teachers are members of some Christian church, of the Christian Endeavor Association or the Epworth League. Many of them are teachers in the Sunday School. They follow the regulations regarding religious instruction. According to my observations and experience, I consider them helpful, from a moral and religious

standpoint, as a portion of His Spirit is given to every man to profit withal, more especially to children. Of such is the Kingdom of Heaven. The divine in the child goes up to meet the Divine Spirit in singing the morning and the evening hymn, and in reading the Scripture selections.

We have now a common platform upon which all creeds can stand and join hands and hearts in one moral and religious education for their children. Hence, any attempt to teach the peculiar dogmas of any church would kindle the fires of a strife that many waters could not quench.

The schools being home-like and the teachers, as a rule, attractive, truancy is growing beautifully less. Quarreling is almost unknown. Pugnacity is dying from starvation. They can sing the song of the Multitude of the Heavenly Host, "Peace on earth and good will to men."

In conclusion, I cannot give a better description of the state of morals of the children of the county than to quote the words of the Hon. the Minister of Education: "They are more courteous to each other, more humane to dumb animals, less boisterous on the public highways, more truthful and straightforward in school and on the playground, more to be trusted out of the teacher's presence, more easily controlled without corporal punishment, more disposed to consider the comfort of the teacher, more tidy and cleanly in their personal habits, and generally more refined."

COUNTY OF OXFORD.

William Carlyle, Esq., Inspector.

In this populous county, constituted of eleven townships, two incorporated villages and three towns, one large enough to be a city, the school vice, truancy, I seldom hear of. The temptations leading to truancy are more numerous and more potent in urban than in rural localities. But the village and town schools are all under good management. The pupils as a rule are pursuing their studies with zeal and even with enthusiasm. To such pupils thus happily situated truancy offers no inducements, while those inclined to idleness have the close surveillance of principals and truant officers to contend with, if not parental authority. From observation, extending over a large field for a protracted period, I am led to believe home influence may be as fruitful a cause of truancy as that of a bad school, and that schools properly managed correct in a large measure the evil effect of unwisely regulated homes.

Wherever children and grown youths congregate having imperfect notions of *mine* and *thine*, emanating from homes in which neighborhood dislikes and prejudices are fostered, quarreling and fighting need not be disappointments. Remove the cause and check the tendency to settle difficulties by resort to such means and the means cease to be used. The schools are doing both. This implies more courteous treatment of each other, more self respect and self control, more respect for the teacher, better behavior on the way to and from school, needing and receiving little or no corporal punishment. Frequently the remark is made by teachers, "I have not resorted to corporal punishment since I took charge of this school."

I have to go back several years to find a school not amenable to discipline. Rudeness of behavior, so far as rudeness is understood and fully up to that extent, is rapidly disappearing. The boorishness, the slovenly style of dress, the negligence as to personal cleanliness and appearance, offensively present once, are now noticeably absent. As to the prevailing school offences, seldom do any occur attributable to malicious intent. Self will, thoughtlessness, negligence and inexperience are features common to childhood, they constitute the source from which offences arise.

As to the moral tone of the teaching profession itself a marked change exists. When I first assumed the duties of inspection there were a number of teachers, some prominent

in the profession, regarding whom informal complaints reached me of dissolute habits. The number of such has grown less and less until there is but one on the countystaff against whom even rumour attributes any immorality, and that not of recent date. There is a small class of teachers concerning whom little of a definite character can be recorded. They are migratory in their habits. One year is spent in one part of the Province, the next in another. Their sole reliance is a plethoric bundle of fluming testimonials, authentic and otherwise, printed for profuse distribution and the misleading of the unwary. They are the driftwood of the profession, and are being rapidly stranded and dropped out of service. I can vouch for ninety-five per cent. of the county staff, that they are of irreproachable moral character, and in a large majority of cases sustain connection with the Christian church. I am not aware of any that indulges in alcoholic beverages, and believe that all but two are total abstainers. The young men and women entering the profession of teaching are the best product of society, the moral output, so to speak, of the churches, entering upon school government, and bringing to bear upon the pupils what the influence of Christian character, the training in a Christian church and the home, has given them. The moral effect upon the children must be strong, and both direct and indirect. Direct through the means of the government and discipline maintained, indirect through the force of example. On the part of young teachers just entering the profession the moral influence exerted directly will be necessarily weak where their own characters are imperfectly matured, and lacking in force. Here lies the moral and the intellectual weakness of the Ontario School System, as at present operated—the substitution annually of a large percentage of experienced men and women with an equal number of young ardent but undeveloped youth.

The religious exercises for the schools are limited, and were they performed in an unsympathetic and perfunctory manner by a teacher whose moral character did not impress the pupils favorably, it would be better if they were left unobserved. But though limited, when they supplement the otherwise correct life and conduct of the teacher before his pupils their influence must be good. I must qualify this statement, however, by saying that the religious exercises limited to the mere reading of a Scripture lesson and the offering or reciting of a prayer, exert an influence of good upon pupils unaccustomed to them elsewhere that, to say the most of it, is quite visionary.

To enlarge upon the exercises by requiring the teacher to explain the Scriptures read to children gathered from families representing the various branches of a much divided Christian church, strife bitter and endless would be engendered.

Until the schools can be supplied with teachers who have been themselves instructed in the Sacred Scriptures free from denominational bias—what may yet come to pass—no such experiment as religious instruction must be attempted. Even then the exposition by such teachers would conflict with the teaching received out of school and parents zealous for their creed would object. Paradoxical as it may seem, the Protestant church, in its divided condition, closes the school door to the admission of religious instruction.

I am not aware of any case of teachers and ratepayers demanding any extension of time in the school for religious purposes. Nor am I aware of any school receiving religious instruction as now provided for, from clergymen or their representatives, when a clergyman publicly declaims against the absence of religious instruction in schools and deploras the to him consequent ignorance of the Scriptures he believes to mark Ontario youth, he himself does not utilize the opportunities now afforded for remedying what he regards as evil.

No objection would be raised by trustees and teachers to clergymen visiting the schools and addressing the children on non-denominational topics. Since 1871 but one instance has occurred of a clergyman attempting to use the school in his neighborhood for purposes serving his pastoral duties and his own denominational work. The practice was discontinued immediately on calling the attention of the trustees to the unreasonableness of subjecting the school, during hours set apart for secular instruction by the teacher, to an examination in the catechism peculiar to his sect.

COUNTY OF PETERBOROUGH.

J. C. Brown, Esq., Inspector.

1. Truancy is not on the increase. It is very rare in rural schools.
2. My impression is, quarreling is decreasing.
3. In the matters of courtesy, humanity, etc., I have noticed but little difference.
4. Perhaps the most common offence among public school pupils is *lying*.
5. I think the moral tone of the teaching profession is improving, except perhaps in the matter of underbidding as to salary.
6. Only one certificate has been suspended during the time I have been Inspector of the County of Peterborough, and that occurred during 1896.
7. Perhaps seventy five per cent of the male teachers, and nearly all the female teachers, are abstainers from alcoholic drinks.
8. Corporal punishment is not on the increase ; rather the reverse.
9. In the difficulty of school discipline, I have noticed little difference for years.
10. Whipping with a strap is the most common form of corporal punishment.
11. The methods for the moral improvement of pupils most frequently adopted are indirect ones, as occasion may arise.
12. In many schools the Lord's Prayer and the Ten Commandments are repeated.
13. Instructions in morals are direct and indirect, chiefly the latter.
14. The great majority of teachers are members of Christian churches. Many of them are active and most useful members.
15. Many of the Public School teachers teach in Sunday schools.
16. In the matter of religious instruction, teachers carry out the official regulations fairly well.
17. Religious instruction is conducted reverently. It is very rare to find it otherwise.
18. Religious exercises are beneficial from both a moral and a religious standpoint.
19. Religious instruction should be given. A small text book on morals should be prepared and regularly taught. In this way the young would be assisted in growing up to honest and worthy citizenship.
20. My attention has not been called to a request on the part of trustees or rate-payers for an extension of time to be devoted to religious and moral instruction.
21. The moral character of the teacher is a most important factor in determining the moral character of the pupils. Everything that can be done by legislation and regulation to raise the moral character of the teaching profession should be done. In perhaps no other way can the general character of the people at large be so effectually improved.
22. At present I cannot recall an instance of either teacher or trustee objecting to the visit of a clergyman, or, to his addressing the pupils.

UNITED COUNTIES OF PRESCOTT AND RUSSELL.

W. J. Summerby, Esq., Inspector.

Children begin to attend school at a most impressionable period of life, and the teacher unconsciously moulds them to his own habits of thought and action. It is sometimes almost startling to see the fidelity with which the child reproduces some trick of gesture or expression of his teacher. Hence we see the supreme necessity of setting before him an example that it is safe for him to follow.

I am glad to be able to report that our teachers are, as a rule, morally irreproachable. Nearly all of them are church members and active workers in Sunday Schools, Church Guilds, Temperance Societies, etc.

The moral, like the intellectual, education of the child has its beginnings in the home long before he is sent to school. The desire of esteem is strong in him at this early age; and it is here, probably, that he gets his first notions of right and wrong—conduct that pleases his parents is right; conduct that displeases them, wrong. Obedience to parental authority is thus the first fruits of moral growth. This discipline is continued in the school where the teacher takes the place of the parent.

As in other things the child is best taught morals at first by *doing*. To do willingly—and there must be no compulsion in the matter—what the teacher desires, there must be in the child's mind esteem and reverence for the teacher. It is just here, I think—in character building rather than in intellectual training—that we lose so much by the teachers leaving the profession after only a year or two of service; just when they are beginning to have moral weight with the pupils. Young teachers may be well grounded in the subjects of school study; may possess a good knowledge of methods of teaching; and be intellectually keen; but they too often lack what is called force of character; that silent, unseen, but powerful influence which the child unconsciously feels when he comes into the presence of a strong personality.

During the course of the year that is now drawing to a close, I have had occasion to call the attention of several clever young teachers to conduct akin to rudeness on the part of some of their pupils in the play ground and school-room. They had not noticed it till their attention was called to it.

The moral teaching in our schools is generally indirect through the literature lessons and incidents that occur in the pupils' intercourse with one another. It is, I believe, the general opinion of the community that this is the best way for us to teach morals. Formal doctrinal instruction by the teacher would be impracticable in the Public Schools of a mixed community.

Our literature is so permeated, saturated, we may say, with Christian thought, that it is impossible with an earnest teacher for pupils to study it without being imbued with the very essence of true religion. In fact it would be an easy matter to show that the whole list of Christian virtues may be exemplified from the selections in our Readers.

Besides this indirect moral teaching we have of course the opening and closing religious exercises which are used in a majority of schools. In some instances, by tacit consent of all concerned, the exercises, or part of them, are not followed. In some of our schools where the ratepayers are altogether, or almost exclusively, Roman Catholics, by resolution of the trustees, the regular school work closes at half-past three, and the teacher then gives religious instruction to the children whose parents desire it.

So far as I know there is no demand from trustees and ratepayers for an extension of time for religious exercises; but teachers and trustees seem to have no objection to having clergymen come in and talk to the pupils.

As a rule our children are well behaved, courteous to those they meet, and kind and considerate in their intercourse with one another.

Truancy is becoming a rare offence in these days. Compared with former days the school rooms are more comfortable, the discipline is milder, and the subjects of study are made more attractive to the child.

With the material advancement in home comforts there has been a corresponding amelioration of manners ; an increase in culture and refinement.

Children are apparently becoming more tractable : corporal punishment is disappearing to a great extent. Impositions, keeping in, and where corporal punishment is resorted to, slapping with a strap, are the ordinary punishments. Public opinion would not tolerate some of the punishments of which old settlers tell us.

Of course we do not maintain that this great change is entirely, or even chiefly, due to the influence of the Public School ; but no doubt as one of the principal sources of culture for the masses of our people, it has had its share in bringing it about.

UNITED COUNTIES OF PRESCOTT AND RUSSELL.

Odilon Dufort, Esq., Assistant Inspector. (French Schools.)

With respect to the inquiries contained in your circular of the 18th December, 1896, I beg to state that the attendance at school is good, and I remark with pleasure that parents seem to have awakened to the necessity of giving their children a good education, which is most important in forming them to become good citizens.

The conduct of the children on their way to and from school is praiseworthy, and they are generally very courteous to the public. It is a commendable custom with them to doff their hats when meeting people on the highway. I can truly say that they are not given to quarreling, and are not boisterous on their coming to and going from school. They are generally tidy, cleanly and more refined in manner than they were in years past. They are easily controlled and show much respect to their teacher. During my sixteen years' service I know of but one case of a pupil being suspended for insubordination.

The moral tone of the teaching profession has always been quite satisfactory, and no teachers were suspended for immorality. I never had any complaint, nor did I ever notice that teachers used alcoholic drinks to excess. Corporal punishment is rather decreasing, and school discipline is less difficult than formerly. The prevailing punishment is copying the lessons or sitting apart from the other pupils. I have noticed with much pleasure that the teachers endeavor to impress on the minds of the pupils the great and most important point of being truthful in all their doings.

All the teachers belong to the Roman Catholic Church, and follow the regulations regarding religious instruction by teaching catechism during the last half hour of each day. Many take but fifteen minutes. I do not pretend to say that such exercises are helpful from a moral standpoint, nor do I think it would be advisable to authorize the teachers to give religious instruction by the exposition of the Scripture lesson. The trustees and ratepayers are satisfied with the time now allowed for religious exercises. I have no doubt that the trustees would be unwilling to allow any clergymen but those of their own persuasion to visit their schools and admonish the pupils.

COUNTY OF PRINCE EDWARD.

G. D. Platt, Esq., B.A., Inspector.

Looking backward over a period of twenty-eight years in connection with the schools of this county, it is not difficult to mark very considerable improvement in the general demeanor and conduct of the children in attendance. The old-time spirit of antagonism

which used occasionally to be developed between pupils and teacher is something now altogether unknown. Not that there is any lack of stalwart, muscular boys in our winter schools, but rather that the general impulse towards a higher standard in education has brought about a better appreciation of the teacher's office, and the result is an almost universal condition of mutual respect and confidence.

On this account there is less dislike for school and consequently less truancy—in fact this offence has come to be almost unknown in the rural parts, and of rare occurrence anywhere. Almost without exception the pupils of our schools appear to cherish the utmost good will towards their teachers, as evinced in many little acts of kindness and frequent gifts of fruit and flowers. Their participation in the sports and games of the playground are seldom marred by anything more serious than a momentary disagreement, and in general, due respect is shown for the rights and preferences of others.

I have sometimes thought that our teachers should emphasize more frequently the necessity of showing greater respect to strangers and older people generally. I think there is room for improvement in this direction, though I cannot charge teachers and pupils with anything more serious than thoughtlessness in the matter.

The common practice of filling the windows of the school-room with growing plants, and adorning the walls with suitable pictures and mottoes, is a good indication of the progress in refinement that is everywhere apparent. There is also to be noticed a fuller appreciation of the beauties of the literary selections brought before the senior classes. The effect of all this is to be seen in the general air of neatness in dress and politeness in the manners of the pupils—a proof that progress is being made in the cultivation of the esthetic faculty.

Fearing that instruction in morals might be lost sight of on account of the great amount of attention necessarily given to the training of the intellect, I have thought it my duty to call attention to this important phase of the teacher's work, and when testing the attainments of pupils in the common branches of the course of study, have frequently given questions to test their knowledge of some of the more familiar Bible truths and characters, as well as their general ideas of right and wrong. The following are some of the questions referred to:—

What are the duties of a citizen of this country?

Write four or five important truths you have learned from the Bible?

Why do you attend school? What books do you read besides school books?

What is there about our bodies that proves our Creator to be very wise?

A boy finds a rusty knife. He spends a long time in making it bright and then sells it. The former owner sees it and claims it, but the one who has it refuses to give it up because he had paid for it. How can the matter be made right?

A man pays money to be appointed to office—another buys votes for a candidate, and another dismisses his hired man because he does not vote as he told him. Explain why these things are wrong, and what persons are guilty.

The Moral Standing of Teachers.—I have borne testimony elsewhere to the improvement in the habits and deportment of pupils during my experience as an inspector, and I am happy to be able to speak with equal commendation of the high moral character of the teachers of the county.

I have never yet suspended a teacher's certificate and there have been but a few instances during the past twenty-eight years when I have found it necessary to remonstrate with a teacher on account of alleged improper conduct. All of our teachers are strictly temperate in their habits, and more than ninety per cent. of them are total abstainers from intoxicating drinks. I have reason to believe that all of them are adherents and attendants of some Christian church, and that a large proportion of them engage in Sabbath-school work as opportunity offers.

School discipline is much less difficult and more satisfactory than formerly. Corporal punishment is seldom resorted to—indeed in a large portion of our schools it is almost unknown. Serious offences are rare—the most common being the disposition on the part of many pupils to talk during the hours set apart for study. This constitutes the principal difficulty to be overcome by teachers.

Very little direct moral instruction is given in the school-room. Nearly all our schools are opened and closed with religious exercises as prescribed. These are conducted with becoming reverence, and in my opinion have a most salutary influence upon the school. They are frequently supplemented by the teacher's timely comment upon some passage in the lesson for reading or literature, and in some schools, by the frequent glance at suitable mottoes on the blackboard or walls of the school-room. I am convinced that far too little use is made of this latter means of impressing upon the minds of the children gems of truth and beauty worthy of lasting remembrance. Of course a general enforcement of truthfulness and honor is essential to successful school management, and in some instances the Ten Commandments are taught at uncertain intervals. Occasionally too calls are made by ministers of the locality and remarks of a moral nature offered. But the fact remains that outside what is done by teachers personally interested in Christian work, there is very little in the way of moral instruction, direct or indirect.

In a majority of our school sections I think no objection would be offered to a teacher explaining the Scripture lesson, but I fear the scheme might not prove of general application. There might be a provision permitting a unanimous Board of Trustees to give the necessary authority to a teacher to explain the Scripture lesson and such a concession to trustees might result in a more careful selection of the teacher.

I am not aware of any demand having been made by trustees or ratepayers for an extension of the time devoted to religious exercises. In fact very little interest in the matter has been manifested by any person since the criminally senseless crusade against the Scripture readings a few years ago.

I believe no objection would be offered by teachers or trustees to the visits, at reasonable times, of clergymen to address the pupils on moral subjects. The crowded state of the school programme would be the only barrier from the teacher's standpoint.

The moral character of the teacher is essential to the highest success of the school, and is most helpful to the formation of right character in the pupils. The reading of a Scripture lesson by an immoral teacher would be a farce, and would be so regarded by most pupils, who are well qualified to form correct opinions and are influenced much more by example than precept.

COUNTY OF RENFREW.

R. G. Scott, Esq., B.A., Inspector.

In rural schools truancy is rare, and in the towns the truant officers have, I think, almost completely put an end to it.

I have noticed that pupils are nearly always kindly disposed towards each other, and from special observation I can testify to a great improvement in their conduct on the highway.

As to their conduct towards dumb animals, I can only say that I do not recollect an instance of wanton cruelty on the part of any pupils.

Occasionally teachers have told me of having to punish pupils for deliberate lying, but I judge from the few instances that are brought under my notice that the vice is not a common one. Whenever I have questioned pupils on any matter that would be a test in this respect, I have always found them ready to answer candidly, and as I judged, truthfully.

I find that pupils seem to pay strict attention to any rules or regulations prescribed by the teacher for their conduct on the school grounds before school time or during intermission.

The frequency with which I have observed little acts of kindness done by the pupils to their teachers, the kindly tone of address of teachers to their pupils, and the respectful tone and manner of the pupils towards their teachers plainly prove that there exists a mutual feeling of kindness and good will between our teachers and their pupils.

Pupils are generally clean and tidy in their person and dress.

Regarding Teachers.—The moral tone of the teaching profession has undoubtedly improved in the last twenty years.

No teacher has been suspended for any cause during this year.

Having gone over the list of teachers, I believe I am accurate in stating that 97 per cent. of our teachers are abstainers from alcoholic drinks.

Corporal punishment is certainly not on the increase.

It appears to me that school discipline is less difficult than formerly.

Impositions, detention during intermission or after school, and corporal punishment are the usual modes of punishment.

Many of our teachers, probably more than I am personally aware of, take care, when occasion requires it, to explain to, and impress on their pupils proper moral principles and right motives of action, and this with a good example constitutes the chief moral training given.

I think every one of our teachers belongs to some church, but I can form no estimate of what number of them engage in Sabbath school work.

Nearly all of the teachers practise the religious exercises, and in so doing I have never noticed the slightest sign of irreverence.

As to whether the exercises have proved helpful in a moral or religious direction I am quite unable to form an opinion.

There is no doubt in my mind that to authorize teachers to give religious instruction by the exposition of the Scripture lesson would arouse the most rancorous religious strife, and would have to be abandoned after having done serious injury to our school system, if it did not completely wreck it.

I have never heard of any demand for the extension of the time for religious exercises.

The moral character of the teacher is helpful to the pupils.

I have never heard of any objection being made by teachers or trustees to clergy men visiting the schools and talking to their pupils.

COUNTY OF SIMCOE—EAST.

Isaac Day, Esq., Inspector.

I do not see any change in the number of truants. There are just as many now as ever there were. Truancy, it seems though, is confined almost to the towns and villages. I have known very few instances of it in the rural districts.

There will always be truants as long as there are imperfect homes, and imperfect teachers. It, however, is not so much the fault of the teachers as of the homes. Where the latter are irregular, careless, squalid or loose in any way, there will be the home of the bane of the teacher, of the truant, of the bad boy generally. If the home is all right, and if there is the least particle of sympathy between the teacher and the parent there will be very few cases of truancy.

I do not think pupils are so quarrelsome as they were a few years ago. This is owing in part to the fact that there are so many different channels into which their activities may be directed. There are a greater number of games to be played, and better facilities for playing them. No boy now vies with his fellows to be considered the bully in the ring, but every one does try to be counted a good player at foot-ball, or hockey, or some other such sport. Again teachers are not so severe in their modes of punishment as they were years ago. Corporal punishment is now used as a last resource. This treatment of the pupils as reasoning beings has a very great influence on their conduct towards one another. No one, I think, can doubt but that the discipline of the school is better now than it used to be. The teacher is in closer union with the pupils than formerly. He teaches them more courteously, hence their demeanor towards one another and towards the teacher is more courteous. Pupils come to schools now-a-days more tidy in their dress and with a better appearance than they did twenty years ago.

I cannot say that pupils can be trusted more than they could be a quarter of a century ago. Although I believe the discipline is better, the pupils more courteous, yet much remains to be done. Teachers are engaged and kept, not so much because they are good moulders of character, but rather because they can hurry the pupils from class to class, from examination to examination. Hence teachers knowing this have been directing their energies too much to the intellectual and too little to the moral part of the child.

"A handful of good life," says George Herbert, "is worth a bushel of learning." Did the teachers but keep this in mind, and work towards it, much more might be done than is being done.

The commonest school faults on the part of the pupils are copying from one another; a want of neatness in the work; a desire of a great number of pupils, especially in graded schools, to shirk their work; the vile system of marking, whereby children are allowed to lie in giving their standing at the close of the day (this last refers especially to the teacher), the inattention of a great number of pupils where the classes are large.

Now, none of the above except the first and fourth may display an immoral trait, and all of them may be practised by pupils not by any means immoral, yet such traits are not honest and should be frowned on and corrected by the teacher. Neither are the above faults those that are usually pointed out as faults, being rather faults of omission than of commission, yet to produce men with good strong, honest, characters, such things must be attended to. Just here let me point out, one very great danger of our graded schools. Pestalozzi boasted he could teach one hundred children at once, as easily as ten. Maybe he could, but the ordinary teacher is not a Pestalozzi. Hence the ordinary teacher in a graded school does not and cannot give the personal attention to the individual pupil that is essentially necessary. I have noticed that the bright pupils or the forward pupils generally make good progress, because the teacher's attention is directed towards them. Whereas the attention should rather be given to the other end of the class—to the dull pupil, and to the shy one. This mistake on the part of the teacher is far reaching in its effects. Only a very few are kept industriously at their work. The others are left to struggle along as best they can. Five minutes personal attention to a pupil in the course of a day is often better than an hour's teaching to the same pupil in a class of fifty.

What has this to do with the character of the pupil? A very great deal. A man's character depends much on the habits of industry, attention, perseverance, neatness, etc., that he has gained at school. If these are neglected in youth, the man will not be worth much when turned adrift on the world. I cannot say that the moral tone of the teaching profession has improved within the last ten years. I have never thought that teachers were immoral. In fact I have always thought that they were next to the ministers, the most moral class of men and women that we have, and though there is still room for improvement, yet we have no reason to fear giving the moral and intellectual life of our children into the teacher's hands. During the nine years that I have been inspector, I have never suspended a teacher's certificate for immorality; neither

have I ever had reason to do so. I know I am quite within bounds when I say that ninety-nine per cent. of the teachers in this inspectorate are abstainers from alcoholic drinks. Discipline is better now than it was a few years ago. Corporal punishment is resorted to very seldom. More judgment is used in the mode of punishment. Twenty forms of punishment are used now instead of the one old method of long ago. The results are far better.

I have said that I fear not as much attention is given to the moral education of the child as might be, or as should be. This is, owing to the fact that too much stress is laid on the intellectual side of school life. Still when the teacher can keep the child profitably and continuously busy, when he trains the pupils into habits of industry, perseverance, neatness, etc., he is a moral teacher of the highest order. Most of the teachers, now, try to manage in this way.

Very little time can be given to regular and systematic lessons on morals, and in fact were there time, there is one thing wanting to make this direct teaching very effective. This want is that there never has been any system of ethics suitable for the pupils or teachers available in book form. Teachers of course know a good deal of school ethics, but their knowledge has not been systematized. They have had no direct training themselves in the best mode of dealing with the subject. What then could be done? A code on school morals might be prepared for the teacher's guidance. This might deal with duties generally—duties towards one's self, towards others, and special social duties. I believe such a book might be written, acceptable to all persons, one not founded on any creed, but one that will teach the right ideas of life.

Our teachers are doing much in training our pupils to correct habits, such as I have pointed out, but along with correct habits should go the formation of correct ideas. The teachers are not dealing sufficiently with the ideas, because they do not know enough about the ideas themselves.

I think that every teacher in this inspectorate belongs to some Christian church, and many of them aid in Sunday-school work. The regulations regarding religious instruction are nearly always followed. In some cases the exercises are conducted reverently. I do not consider these religious exercises helpful from either a moral or a religious standpoint. They are often performed in a careless, hasty manner. The pupils are not attentive, nor, owing to the regulations and to the great danger of such a procedure, is the teacher allowed to make use of any pedagogic art to draw the attention. I am certain that often much harm is done our children by allowing the Bible to be used in the schools in the way it is. Children are gradually losing that respect and reverence that they should have for sacred things. This loss is in part owing to the mode in which the Bible is used in the Public school. What could be done then? Would it be well to use it as a text book, as a reading book, to allow teachers to give direct religious instruction? By no means. We are a people desirous of national unity. There are many sects among us. We believe every person has a right to his own belief. The Agnostic's conscience has as much right to be protected as that of the Presbyterian, or that of any other sectarian. When then the schools are maintained as they are in this country by a general tax it is idle to think of having religious instruction in the schools. Then again, what creed is going to be taught? Religious instruction will be sectarian. The sectarian teacher will remain a sectarian; and the Episcopalian or the Methodist parent will not allow his children to be trained into a Baptist. The safest plan on the whole then is to confine our schools strictly to secular work, and to work harder in our Sunday-schools and our churches.

COUNTY OF SIMCOE—NORTH.

J. C. Morgan, Esq., M.A., Inspector.

1. Are pupils and teachers better or worse morally than they were twenty years ago ?
2. Viewed from a religious standpoint, has there been any improvement, or the reverse ?
3. What methods are adopted to improve their status, either morally or religiously ?
4. How far have these proved successful ?
5. Would any suggestions recently made be likely to prove helpful, and if not, what can be suggested ?

To these queries I would reply :—

1. Both teachers and pupils are decidedly (so far as can be judged by the only possible standard—the external and visible one of action) morally improved.
2. I do not believe that an improvement (from the religious standpoint) has been perceptible.
3. The methods are, necessarily, those of the individual teacher, and must be affective or the reverse just as he is strong or weak as a teacher.
- 4 and 5. With the teaching profession what it is to-day, I do not believe that the suggestions with respect to extended religious exercises would prove beneficial, but the reverse ; and I am unable to suggest anything except such a radical change as would give us experienced men and women with matured minds and calm judgment in place of the “boys and girls” who—in rural districts at least—compose the majority of our teachers.

That the moral tone of the teaching profession has risen must, I think, be apparent. It is several years since I have suspended any teacher for immorality, and I am unable to recall an instance within the past six years of a teacher being even complained against on such grounds. This condition of things is in marked contrast to that which obtained when I began my work twenty-five years ago. At that time drunkenness was by no means uncommon, and I had to investigate cases involving very much more serious lapses from the moral code. For some years I have had no charges of immorality laid against any teacher. Nearly all the female teachers are total abstainers, and the same thing is true of a large and steadily increasing percentage of the men. At the same time it is curiously true that there used to be many more teachers than there are now whose religious convictions moulded their whole lives, and influenced most powerfully and beneficently the pupils of their schools. To-day we have a careful regard to outward observances, to the decencies of nineteenth-century civilization, with but little active religious life, and correspondingly little of the power which comes from deep thinking and ripe experience. Then we had the good and the bad, and but few of those who were neither the one thing nor the other ; but a legitimate criticism now would, I think, be that passed on the Laodicean Church, that our teachers (however correct their observance of externals may be), are neither cold nor hot, but lukewarm.

As a consequence we find among the pupils a general (external) appearance of respect, with a painful absence of real reverence for anything human or divine. We meet with less immorality which can be seen and punished, but (if parents are to be believed, and I fear they are correct), this is not accompanied by any real increase of purity. In some respects, however, I have no hesitation in saying that there has been improvement. On this side it is true that truancy in the country is not on the increase (I can give no reliable opinion as to the town), that quarreling among pupils is much less frequent than it used to be, that they are much more easily controlled without corporal punishment than was formerly the case, that they are (at least outwardly) more considerate for the comfort of the teachers, and that they are certainly very much more tidy and cleanly in their personal habits, and decidedly more refined in their manners.

But, on the other hand, I question if they are more courteous and unselfish to one another than they used to be. I do not think that they are more manly and truthful and straightforward, and I know that they are quite as boisterous and rude when out of control, and that on the public highway they are (where they think it quite safe) more independent, free-and-easy, and flippant than they used to be twenty-five years ago. The commonest school offences (as reported by the teachers) appear now to be carelessness in work, aversion to control, dislike for authority, and a tendency to escape work (and the consequences arising from its neglect), even by such dishonest practices as cribbing and copying.

In the past any efforts put forth for the moral improvement of the pupils have originated with the teacher, and have been the outcome of his own life and his personal power. There have been teachers (there are still a few) whose influence, exerted year by year in the same section, has extended far beyond their section and their county, and has made itself felt in the length and breadth of our land. But with our modern system, where so many of our teachers are very young men and women with convictions scarcely settled, with absolutely no experience, and with the natural longing to enjoy to the utmost their newly-won emancipation from the restraint of the Public, High, and Model School, is any serious moral teaching to be looked for? Add to this the kaleidoscopic game of puss-in-the-corner, played each January by most of the teachers, and the periodical dropping out of the best of them into other professions (just as soon as they come to see the serious side of school life, and to look beyond the glamor of a successful record at examinations to the enduring and noble work of moulding moral natures for this world, and souls for eternity), and it is impossible for any thoughtful man to expect much result from the moral or religious teaching which obtains now. It is, however, only fair to add that almost all of our teachers are regular attendants at divine worship, that very many (perhaps most of them) are actively connected with some Christian body, and that no inconsiderable number teach in a Sunday school. Their faults and defects are those which are the result of their youth and lack of experience.

Most of them conscientiously follow the regulations regarding religious instruction, and they are not consciously indifferent, but my deliberate conviction is that these "religious exercises" are more harmful than otherwise in at least a majority of the cases. The selections made for Bible readings—since the "Ross Bible" was withdrawn (I consider most unwisely) from our schools—are often very injudicious; young teachers hurry and gabble, sometimes very inarticulately and unmeaningly, over the Bible and prayers, whilst the pupils stand or sit indifferent to what is going on; some who are in earnest, and have real religious feeling, close their eyes reverently during prayers, leaving mischievous pupils to indulge meanwhile in a silent Saturnalia of quiet and irreverent license.

I have, among other suggestions, recommended letting a few of the elder scholars (in turn) read the Bible and even the prayers, whilst the teacher gives his undivided attention to the room generally, the Lord's Prayer being repeated aloud by the teacher and pupils together. I believe that irreverence and carelessness have been lessened by these means, but they have certainly not disappeared,

It is my deliberate conviction that it would be fatal to authorize teachers to give religious instruction by the exposition of the Scripture lesson. Among other reasons which almost lie on the surface are:—

1. It is quite conceivable that a teacher, who was an Agnostic or more, would have the means laid ready to his hand for inculcating his views, and it might be very difficult to bring home and prove any charge.

2. The majority of teachers being young, and very badly taught on religious subjects, could not teach what they themselves did not know, and many of their expositions would be more originally bizarre than orthodox.

3. Those who had studied such questions so as to be able to teach them would necessarily be those who had felt deeply, who had in consequence attached themselves to

some religious body, and who might be expected to give undue though perfectly honest prominence to their particular shibboleths. In fact such schools would inevitably be the scenes of real or supposed proselytising, with the *odium theologicum* as the net resultant. And this would produce :—

4 A rivalry among the different religious bodies as to which should be sufficiently in the ascendancy to be able to engage a teacher of its own persuasion. There is already too much of this sort of thing ; in some places a teacher's creed, and not his capacity as an instructor, secures him his appointment, a condition of things, I need scarcely say, fatal to the well-being of any school or neighborhood.

The remedy is to get teachers of more weight and riper experience, who know something of the sorrows and responsibilities of life. Without this, little can be done. Our people are, for the most part, satisfied with the existing condition of things, religiously and morally, in the school-room. The teacher's influence, though generally negative, is rarely bad, and he is always, I think, pleased to give any minister the time he desires in which to talk to the pupils. Indeed most of our teachers would be thankful to have such visits paid to them, and the good thus done might be very great ; but, with few exceptions, the ministers are clamoring loudly for more opportunities for giving religious instruction, whilst they are ignorant of and blind to, or else they persistently ignore and contemptuously neglect those which have been offered to them.

It is certain to me that, if the Bible is to be read at all, selections must be made for our teachers, similar to those already made by the Department, which I regularly use myself for my children at family worship, and it is possible that a book of moral instruction (consisting of question and answer) might, if agreed upon by the various religious bodies, do good in the schools ; but I cannot but see the necessity for extreme caution in any such move, and the old Roman's advice "*festina lente*" should be carefully followed. We know on good authority that "The beginning of strife is as the letting out of water," and of all strife, religious strife is the one most easily kindled, most difficult to stop, and immeasurably the most fatal in its results.

COUNTY OF SIMCOE—SOUTH.

Rev. Thomas McKee, Inspector.

Truancy is not unknown in South West Simcoe, but gives very little trouble now. It is steadily and surely decreasing. This is owing to greater attraction and comfort in our school buildings, as well as, the attractiveness of the teaching, and wiser dealing on the part of the teachers with their pupils. Not a little of the improvement in this direction is owing to a change in the pupils themselves. There is a decidedly marked and growing tendency on the part of the great bulk of the pupils to like school, and like work. I have known pupils on several occasions vote nearly unanimously against getting half a holiday when offered them.

Quarreling too is on the wane, in this Inspectorate. Very little is heard of it. It gives less trouble each year. The pupils are, as a general rule, peaceably disposed, courteous, and kind to one another. There are exceptions, but they are the exceptions. There is a very decided advance in this direction.

No instances of cruelty to animals, on the part of the pupils, have been brought to my notice during the past year. I know kindness is a predominating trait. I know a great many pupils who are rearing animals of their own, and have full charge of them, and see to their comfort.

Some instances of noise on the part of pupils on the way to or from school have been brought to my notice, not many however. By calling the teacher's attention to the matter it ceased.

I believe the pupils are improving every year not only intellectually and physically, but esthetically and morally. They are more easily managed, are more truthful and trustworthy in school and out of it, and are more cleanly in person, and more tidy in habits than ever before.

A larger per cent. of them attend Sabbath School, and their manners are yearly becoming more refined. When they meet you on the highway or in the mart, they almost invariably salute you modestly, pleasantly and respectfully. In a word the pupils are more manly and womanly than ever before.

The most common errors in school life with us are inattention, failure to prepare home lessons, and cases of disobedience. Corporal punishment is very seldom used, and with competent teachers endowed with a sufficiency of common sense, is nearly altogether unnecessary.

Teachers.—There can be no doubt whatever, of the fact, that the tone of Public School teachers has made a steady advance morally during the last twenty years. No teacher was dealt with, or complained against, much less suspended for immoral conduct, in this inspectorate during the year.

During the past sixteen years, nearly five hundred teachers have been trained at Bradford Model School, and received professional certificates. Some of them taught three, six, nine, twelve, fifteen years. Most of them have taught in this county, and some out of it. Some of them are teaching in it, and some outside of it now, and I have yet to learn that any one of them was ever charged with immorality. Four or five suspicious characters got into this Inspectorate, at one time or another during the past fifteen years, to keep school, but they did not stay long. Public opinion or something else squeezed them out. One of them remained three weeks, another a month, and the others a little longer, but none of them remained a year.

Ninety-five per cent. of the hundred and twenty-three teachers in this Inspectorate are total abstainers and do all they can by example and precept to promote the cause of temperance.

Thorough school discipline is much less difficult than formerly. The great bulk of the pupils take an honest pride in obtaining and maintaining good order, and doing what pleases their teachers. Corporal punishment is nearly obsolete in the schools of the Inspectorate. Some are deprived of part of their recess, or kept a few minutes after the others are dismissed as a punishment. The most common kind of punishment, however, is the teacher's disapproval, which in most cases proves efficient and sufficient.

The moral training of our school-rooms is both direct and indirect, positive and negative. The pupils are taught to do right actions, and avoid evil or wrong ones, to speak right words, and utter no word that had better not be uttered, to think kind, charitable, unselfish, clean thoughts, and strive with all striving against mean, uncharitable, selfish thoughts. Then, they have generally good examples before them in their teachers; besides they are brought into contact themselves with the highest teaching daily, in the reading of the Bible lessons, either in Scripture readers, or the Bible itself. In several schools, the pupils bring their own books, and engage in responsive reading. I have always encouraged this.

Only one, of the one hundred and twenty three teachers, has no visible Church connection. The others all have. The exception does not belong to this county. Seventy-five per cent. of them are in full membership and are engaged in some active work either in the Sabbath School or Christian Endeavor Association, or both.

The regulations are followed in nine out of every ten schools, so far as religious instruction is concerned. Some read a portion of the Scripture and pray at the opening and again at the closing. Others content themselves with opening, and some with closing the school with religious exercises. In every case where religious exercises are conducted they are conducted as reverently as they are in Sabbath Schools, and are most helpful from a moral and religious standpoint.

To allow, authorize, or command teachers to give religious instruction, I believe would not be wise. I believe it would make strife. I believe things are much better as they are. If teachers were as wise as serpents, and harmless as doves, the thing might be endured, probably ; but unfortunately they are not.

I don't believe there is any united crying demand on the part of either Trustees or parents for any extension of time for religious exercises. I believe 99 out of every 100 are satisfied.

The moral character of the teacher is decidedly helpful to the pupils. I believe both teachers and trustees are quite willing to allow clergymen to visit the schools and talk to the pupils, and are pleased when they do ; but they are troubled very little in that direction.

COUNTY OF STORMONT.

Alexander McNaughton, Esq., Inspector.

The pupils, as a rule, are cheerfully willing to attend school, and to comply with the rules of discipline to which they are there subjected ; and cases of truancy are very rare, especially in rural schools.

Pupils in their intercourse are friendly and very little addicted to quarreling either on the playground or on the way to and from school. They are considerate of the feelings and preferences of others, and more inclined than formerly to treat with kindness and consideration weak and infirm human beings and dumb creatures.

Teachers have less trouble in controlling their pupils and maintaining order and discipline. Cases of untruthfulness among pupils in their intercourse with each other, or with others, are rare. They entertain a feeling of pride in knowing that they are trusted by their teachers, and make it a point of honor to conduct themselves in such a way as to merit confidence.

The infliction of corporal punishment is now much more rare than in former years, being resorted to, not for stimulating study, but for the correction of transgressions, such as disobedience, untruthfulness, profane or other improper language, truancy, etc.

Pupils are more considerate than formerly for the comfort of the teachers, and willingly perform any offices or duties calculated to save the teachers from inconvenience, or to promote their comfort. They are also more particular about their personal appearance, and pay more attention to cleanliness and tidiness in their attire and habits, and are more decorous in their conduct and behavior.

Since I became inspector the moral tone of the members of the teaching profession has greatly improved. The higher qualifications required to fit aspirants for the honorable position of Public School teachers seem to have developed an elevated tone of character corresponding to the attainments now required to be possessed by the members of the profession.

I have not suspended any teacher for immoral conduct during the period of my incumbency of the office of Public School inspector. According to the best of my information and judgment, I have reason to believe that all the teachers within my inspectorate do not use alcoholic beverages, with one or two exceptions. The percentage of abstainers may be placed at about ninety-seven.

Corporal punishment has greatly diminished, and is generally inflicted for transgression of rules of conduct, but not as a stimulant to study. School discipline is more easily maintained on account of the higher tone of character among the pupils. Various forms of punishment for neglect of school work and violation of rules of discipline prevail, such as depriving of recess, keeping in after school is dismissed, writing passages from text-books, etc.

For the improvement of the morals of the pupils temperance is inculcated along with instruction in the subject of hygiene, as required by the Regulations, and honesty, truthfulness, faithfulness and other virtues are instilled into their minds in connection with some of the literature lessons bearing upon these subjects. There is no direct system of instruction in Christian morals given to the pupils, but their duties to others and to their country are taught indirectly in expounding the literature of the lessons in the text books.

I believe that all the teachers belong to some Christian church, either as members or adherents, and that about seventy five per cent. are members. Many of the teachers have classes in Sunday schools. The proportion of such may be about fifty per cent. of the whole.

The Regulations regarding religious instruction are not generally observed so far as the teaching by clergymen of pupils belonging to their own congregations is concerned. The observance of the opening and closing exercises prescribed by the Regulations is often omitted altogether, especially in sections inhabited largely by a mixed population, both trustees and teachers being desirous of avoiding everything calculated to give offence to any of the ratepayers. In the majority of sections, the population being of a more homogeneous character, the opening and closing religious exercises are regularly observed and conducted in a reverential and becoming manner. I consider the practice of religious exercises at the opening and closing of the schools favorable to good impressions, in all cases in which such observance does not conflict with the views of any portion of the ratepayers, but if the practice causes dissension among the ratepayers, and if the children of such ratepayers hear remarks disrespectful to such religious observances, I am doubtful if the omission would be less injurious than the observance.

If teachers were authorized to expound the portions of Scripture read at the devotional exercises, there would be ground for controversy and strife among the residents of the section, which would be prejudicial to peace and harmony.

I have never heard of any desire being expressed by teachers or ratepayers for an extension of the time allotted to devotional exercises, and I do not consider that such change would be beneficial or desirable.

The character and influence of the teachers have produced a favorable effect upon the pupils by presenting to them examples worthy of being copied and imitated.

I have never heard of any objection being offered by teachers or trustees to clergymen visiting their schools, and addressing the children if they desired to do so, and I am of the opinion that no case of refusal of such privilege to clergymen has occurred in this county.

COUNTY OF VICTORIA—EAST.

J. H. Knight, Esq., Inspector.

There has been a decided improvement in the moral tone of the schools in this inspectorate since I was appointed Inspector 25 years ago. One of the most striking results is the fact that whereas it was a common thing to have the most disgraceful scenes enacted at the annual and other school meetings of ratepayers, such scenes are now almost unknown. Of course, differences of opinion sometimes arise as to the interpretation of the law, which, unfortunately, is not always written in the best English; but the matter is usually argued in a gentlemanly manner, and the doubtful points referred to the inspector, whose decision is uniformly accepted.

Of truancy proper there is none in the rural sections, and very little in the one town and two villages. A few boys have, from time to time, been expelled from school. They were not sent to the Industrial School because the town would be at the cost for maintenance. Had the cost been borne by the Province, as I think it should be, it might have prevented at least one murder and a great many other crimes.

The attendance at rural schools is very much less than it ought to be, owing to the neglect of parents in most cases. A simple change in the law would remedy this.

There are very few complaints of pupils quarreling with each other, either on the play-ground or elsewhere. Their conduct on the highway, with very few exceptions, is all that could be desired. It is a strong argument in favor of the co education of the sexes that, while opportunities must be common, cases of improper conduct on the road are unknown.

Complaints of want of humane conduct to dumb animals are rare. Most children are truthful and straightforward naturally, but occasionally a black sheep gets among them, and whether he is cured or poisons the rest depends much on the skill of the teacher.

The conditions respecting discipline are different to what they were 25 years ago. The rooms are larger in proportion to the number of pupils, the ventilation and heating are better. The desks and seats are more convenient. Many homes are furnished with organs and pianos. Flowers are cultivated in homes and at school. Pupils who are inclined to do well have a better chance, while those who would do wrong find it more difficult. I am not sure that our present staff of teachers would do any better than their predecessors did if they had the same surroundings.

I consider the moral tone of the teachers has improved since I became inspector. I have not suspended any teacher during the past year, in fact only two in 25 years. I cannot say how many teachers are total abstainers. I have no reason to suspect that any of them are not.

There is very little corporal punishment now. Most of the teachers would not resort to it if they could. Some could not if they would. Occasionally the discipline of a school suffers on this account.

Many teachers keep an Honor Roll, and the omission of a name seems punishment enough for some pupils. Keeping in at recess, standing on the floor and reporting misdemeanours in Monthly Reports to parents are other forms of punishment.

Moral instruction is generally imparted indirectly. The Literature and History lessons are the chief source, and the incidental events of the school the other. Most of the teachers are connected with some Christian Church, and are more or less adapted to improve the morals of the children. Probably one-half are teachers in Sunday Schools.

With respect to Religious Exercises the schools of this inspectorate may be divided into four classes. 1st, those where the parents are all Roman Catholics, three departments; 2nd, mixed with Roman Catholic majority, seven departments; 3rd, mixed, with Protestant majority, fourteen departments; 4th, Protestants only, forty-five departments.

In the 1st class the Roman Catholic prayers are used, and instruction given by the teacher. These are the only schools in which the children kneel at prayers. In the 2nd class the religious exercises are omitted, as it is considered better to avoid sectarian strife.

In some of the schools of the 3rd class the Roman Catholic children sit and the Protestants stand while the prayers are said. I do not know of any school in which the Roman Catholic children leave before the closing exercises.

Most of the schools of the 4th class are opened and closed with the Lord's Prayer. In a few, the Scriptures are read either in the morning or evening. As I generally read myself, when present, I cannot judge of the teacher's work. But from what I have observed, I think that sufficient pains is not taken to make the reading attractive to the children. If the teachers could be induced to prepare beforehand and read every morning a short portion of Scripture, taking pains to make it as attractive as possible, it could not fail to be an advantage to the pupils, as it would make them familiar with the best literature, the best history and the best instruction.

I see no reason why the teacher should be forbidden to explain the Scriptures where he is considered competent and the parents make no objection. For the last twelve years, in the Town of Lindsay, the Protestant clergy have given religious instruc-

tion weekly, not to the children of their own denomination, but to all the children of one or more departments. No objection has ever been made on sectarian grounds. The only trouble being that very frequently the clergyman does not come.

As to religious exercises and instruction, most of the trustees and parents are utterly indifferent, and the teachers do not care to lose the time from other work.

I have spoken thus far hopefully. There are three sources of danger to which I would call your attention. The first lies in the fact that things are better than they were. It is easy to say that because things are better they will continue to improve. But it was not without effort that improvement was made, and neglect of effort may easily throw us back.

In the second place, we cannot shut our eyes to the fact that crime is on the increase in our own province, and in the Republic, to the south, where there is little respect for the law. Then we have to face the fact that there is a tendency at present to wink at crime, to inflict inadequate punishments, to let go on suspended sentences, to commute sentences for murder, to open the prison doors for criminals convicted of crimes, and to justify wrong-doing under plausible names.

In the third place we have to deal with persons who claim that the parent only has the right to say how and how much the child shall be educated, if at all, and that neither the State nor the individual ratepayer has a right to dictate as to what concerns the parent alone. The free school system claims that it is the duty of the State to see that every child is fitted to be a good citizen, and that every ratepayer has a right to see that not only his own children, but those of his neighbor are thus cared for.

The moral and the religious training of the past may be sufficient for the present. The question is, whether it will prove effective should the seeds of evil which are being sown broadcast, take root and produce a harvest of immorality or a reign of terror.

COUNTY OF VICTORIA—WEST.

Henry Reazin, Esq., Inspector.

Truancy is almost a thing of the past in the rural schools of this county. In towns and villages an occasional case of truancy occurs. The school-rooms, play-grounds and all the associations of the school are becoming more attractive and more home-like. The treatment of the pupils while at school is more considerate and more humane than in the past. The repellent forces of the old *regime* have disappeared, and with them has gone truancy.

There is less quarreling between individual pupils and parties than in the past, owing to the increased refinement of the parents in their homes, of the Public School teachers and, consequently, of the pupils. Children are more courteous to each other, more humane to dumb animals, less boisterous while at school and in going to and from school, and I think more truthful, more straightforward and manly in their dealings with each other and with the teacher, and more to be trusted out of the presence of the teacher. They are more easily controlled without corporal punishment—in fact corporal punishment is rapidly disappearing from our best Public Schools, and generally without lessening in the least degree their good order and discipline. Pupils are more courteous to their teachers as a direct return for increased courtesy on the part of the teacher. Children are more tidy and cleanly, and more refined in their manners and conduct. *True politeness* is the weakest of the virtues of our rural school population. It is the virtue which needs the greatest cultivation, and should receive the greatest attention on the part of teachers, inspectors and parents. The commonest school offences are all violations of this virtue.

II.—TEACHERS.

The moral tone of teachers has on the whole improved. The influence which most militates against the moral tone of the teaching profession in this county is the wretched system of underbidding for situations which is in my opinion altogether attributable to the over-production of female teachers of very tender age holding third class *Provincial* certificates. No teacher has been suspended in my inspectorate during the present year. At least ninety per cent. of the teachers of West Victoria are abstainers from alcoholic drinks. The schools are now governed more by the moral power of the teachers than formerly. A spirit of loyalty to the school is more generally cultivated, and, as a consequence corporal punishment has almost become a thing of the past, and more especially where experienced teachers are employed. Discipline is consequently of a higher order and more easily maintained. The forms of punishment chiefly prevalent in this county are *impositions* and *retention*.

The constant efforts of the teacher by example and precept to keep before the minds of the pupils such matters as cleanliness, politeness, truthfulness, humanity and gentlemanly and lady like conduct, have a refining influence on the minds of the children and are the true methods for the moral improvement of our Public School pupils. They are both direct and indirect, and I think are the methods generally adopted by the teachers of this county.

A large majority of my teachers are members of some Christian church, many of them teach in the Sabbath schools and nearly all follow the regulations with regard to religious instruction. These exercises are always conducted reverently, and have in my opinion a beneficial influence on the conduct and character of the pupils. I have heard of no case in which trustees have made any objection to the visits of clergymen to the Public Schools. A dearth of such visits is on the contrary very frequently complained of.

Many influences have combined to bring about the very decided improvement noticeable in the gentlemanly and lady-like deportment of Public School teachers, amongst which should be mentioned (1) The influence and associations of our superior High Schools and Collegiate Institutes, and (2) The influence and direct instruction and associations of our excellent Model Schools.

The influences which have been at work to bring about the very noticeable improvement in the moral tone and general deportment of Public School children are :—

(1) The increased cultivation and refinement of Public School teachers (which very important influence would be greatly enhanced if we had *fewer children teaching children*, that is if the teaching age were raised from 18 to 20 or 21). (2) Better home influences. (3) The increased influence of the Sunday School. (4) The increased attendance of Public School children at places of public worship. And (5) the periodical talks of Public School Inspectors upon matters relating to deportment, etc.

COUNTY OF WATERLOO.

Thomas Pearce, Esq., Inspector.

Pupils.—The general behavior of pupils in the school room, in the play ground and on the public highway, is better. There is less quarreling; the larger scholars are more considerate towards, and freer to concede the rights of the smaller ones; there is less cruelty to dumb animals. There is less truancy, less tardiness, the attendance is far more regular. There is a marked improvement in personal tidiness and cleanliness. The teacher appeals more to the pupils' honor than formerly, the result is they are more to be trusted out of his presence.

Although boys and girls are, I believe, more courteous to each other, generally more refined in manner, and more respectful to those in authority, to their elders and to

old age than formerly, yet it must be admitted that there is much room for improvement in these respects, not only in this county but in the whole Province.

Omitting the minor transgressions such as whispering, carelessness, idleness, etc., the commonest school offences to-day are "copying," disobedience, untruthfulness and the use of profane language, the last being almost entirely confined to our manufacturing towns.

Teachers—Has the moral tone of the teaching profession improved since you became Inspector? Ans. Yes, very much.

How many teachers have you suspended during the year for immorality? Ans.—None. In fact none since I became Inspector.

What percentage of your teachers are abstainers from alcoholic drinks? Ans.—I believe fully seventy-five per cent. of them. I have seen only one intoxicated teacher in the twenty-five years of my inspectorship, and for the last twenty years I have not even heard of one of my teachers having been under the influence of liquor.

Is corporal punishment on the increase? Ans.—No, there is a very decided decrease.

Is school discipline less or more difficult than formerly? Ans.—Less difficult.

What forms of punishment prevail? Ans.—Impositions, "keeping in" during recess and after four o'clock, and corporal punishment for the graver offences.

What methods are adopted for the moral improvement of pupils? Describe as fully as you can the moral instruction of the school room. Is it direct or indirect or both? Ans.—Mostly indirect. Many teachers, not as many, however, as desirable, spend the intermissions with their pupils in the play ground and often join in their games mainly with this object in view, while all or nearly all take advantage of the many opportunities afforded during the daily routine of the school room, but especially during the lessons in reading, literature, history, physiology and temperance. A number give direct lessons occasionally through the week but more frequently on Friday afternoons, the "talk" being generally based upon some story which has just been read to the pupils by either the teacher or a pupil.

What proportion of your teachers belong to some Christian church? Ans.—I believe they are all either members or adherents of one.

Do many of them teach in a Sunday school? Ans.—I think about sixty per cent. of them.

Do they follow the Regulations regarding religious instruction? Ans.—Yes, I believe there is not an exception.

Are these exercises conducted reverently? Ans.—This a matter I have always been particular to note and it gives me pleasure to be able to answer—Yes, with scarcely an exception.

Do you consider them, in the light of your experience, helpful from a moral and religious standpoint? Ans.—Most certainly I do.

Would it be likely to arouse religious strife to authorize teachers to give direct religious instruction by the exposition of the Scripture lesson? Ans.—In this county it would make trouble in ninety per cent. of our schools, serious trouble in twenty per cent. of them.

Do trustees and ratepayers demand the extension of time now allowed for religious exercises? Ans.—Not one instance has come to my knowledge.

Is the moral character of the teacher generally helpful to the pupils? Ans.—Yes. The teacher's good example in the school room, in the playground, in the school section or in the town, is the most potent, the most effective indirect lesson in morals that he gives.

Are your teachers and trustees willing to allow clergymen to visit their schools and talk to the pupils? Ans.—I believe clergymen would be courteously received in every school in the county, while they would be warmly welcomed in a large number.

COUNTY OF WELLINGTON—SOUTH.

J. J. Craig, Esq., B.A., Inspector.

Truancy.—It is gratifying to be able to report that there have been very few cases of truancy brought under my notice during the past fifteen years. The two or three isolated ones occurred in village schools. I cannot recall one persistent case in a rural school.

Courtesy, etc.—I feel safe in asserting that the citizens of Ontario, as a class, are peaceful, law abiding and mindful of the rights and feelings of others, and I believe their children, in their general conduct, both in and out of school, will compare very favorably with the children of the masses in any other civilized land. It cannot, however, be denied that very many of our boys and girls lack that respectful demeanor and courteous address which is so pleasing in the young and is so indispensable to success in every walk in life.

Neatness, etc.—A majority of the children are neat in their attire and clean in their persons, due as much to the homes from which they come as the example and instruction of the teacher. Many of the homes throughout this inspectorate give evidence of that comfort and refinement which naturally follow the acquiring of a competency and greater advancement in education. I fear, however, that cleanliness and tidiness are still regarded in some quarters as irreligious customs at war with one's spirituality. On the whole a commendable example is set the pupils by the teachers, and only in very rare cases do unshaven faces, soiled linen, unpolished boots or general untidiness remind us of an undesirable past.

School Offences.—The commonest and most serious school offences may be grouped under one head, deception. Moral training is not more difficult than intellectual training, but the former demands the combined efforts of the home, the school and the church. Should I attempt to outline my views on this tender subject, I fear a storm of indignation that would probably cause me to recant.

Moral Tone of Teachers.—From the fact that during my incumbency, I have not had to deal with a single complaint against the moral character of a teacher, it may easily be judged what manner of men and women are discharging the duties of the profession. Their extreme youth and inexperience are the only valid objections that can be raised against any of them. The teacher of eighteen may be, and often is, intellectually strong, but I imagine he is sometimes not sufficiently imbued with the importance of the principles, feelings and motives which should be wrought into the life of the child. I have never had cause to suspend a teacher for immorality. All with two or three exceptions are abstainers from alcoholic liquors. I know of not one addicted to their excessive use. A large majority are members of some Christian church and the others are adherents. Nearly all those whose residences are convenient to Sunday school assist in this work.

Corporal Punishment.—As compared with former times, a milder form of government now prevails and I believe a better tone is cultivated. Corporal punishment is seldom resorted to, and is in some cases abolished. I sometimes fancy the "new" teacher has, in this respect, gone from one extreme to the other.

While strongly opposed to the severe treatment, such as many of us can vividly recall, I still incline to the opinion, that for some children and for some offences, the strap judiciously administered is the best form of punishment.

The teacher at any rate ought always to have the power of inflicting corporal punishment.

The mere possession of the power is all that might be necessary. In some schools this power appears to be abrogated from a defective sentiment on the part of those concerned.

A prominent trustee here stated publicly a day or two ago, that if he possessed the authority he should remove from office any teacher who dared to raise his hand to a pupil.

The common punishments are the deprivation of play hours and impositions, both of which are open to serious objection.

To my mind suitable games and genuine sport are important factors, not only in developing kindness of feeling among the participants, but also in making the discipline of the school less difficult. If all our schools were provided with commodious play grounds and proper means of amusements and recreation, I confidently predict that in a short time, little fault could be found with the deportment of the pupils toward one another and toward the teacher.

Influence.—The teacher's influence is both direct and indirect. In all our schools the teachers are at all times expressly and intentionally striving for the moral as well as for the intellectual advancement of those committed to their charge. Most of our teachers too are punctual, orderly, industrious, courteous, pleasant, just and patient, in fact possess many of those traits so essential to character building. They thus quietly but powerfully exert an influence for good on those confided to their care.

Religious Instruction.—The regulations regarding religious instruction are followed in all the schools and from what I have seen, I believe the exercises are reverently conducted. The authorization of direct religious instruction will be productive of no good and will surely provoke dissensions amongst the sects. The school is doing quite enough now along these lines; the home and the church should complete the work. I am convinced that the trustees and ratepayers generally, so far from demanding, are opposed to the extension of the time now allowed for religious instruction. I have never heard the slightest opposition from either trustees or teachers to clergymen visiting the schools, but the Protestant clergy are apparently so busied with other important matters that they can spare no time to enter our school rooms. The Roman Catholic clergymen visit frequently and regularly after 4 p.m., the few schools in which the attendance is largely of that faith.

It is no part of the duty of the State to interfere in matters purely religious and sectarian. If six hours be found too long for the legitimate work of the Public School, curtail the time. Let clergymen and others interested devote what time they please, after school hours, to the teaching of their peculiar tenets.

COUNTY OF WENTWORTH.

J. H. Smith, Esq., Inspector.

Very few cases of truancy have occurred during the past few years. In some localities however, irregularity of attendance is still quite a serious drawback, although there has been a constantly increasing desire on the part of parents to take advantage of the facilities afforded by our public schools for obtaining a good education. In quite a number of sections advantage has been taken of the provisions of the Truancy Act, and officers have been appointed to look after delinquent children. The results of this action have been very gratifying. These officers report that cases of truancy are quite rare, but they find that irregularity of attendance is caused in too many instances by indulgent parents allowing their children to absent themselves from school for the most trivial reasons. There is a growing feeling on the part of many of the friends of popular education that some plan should be devised whereby truant officers shall be appointed for township municipalities instead of sections as at present.

The deportment of the pupils in the schoolroom and on the playground has undergone a great change for the better. Quarreling, the use of profane and obscene language, cruelty to dumb animals, and boisterous conduct going to, or returning from school,

have decreased to such an extent that it is seldom necessary to resort to corporal punishment for any of these offences. In only two instances have I been called upon during the past three years to investigate any complaint arising between teachers and pupils. The use of corporal punishment is steadily decreasing and is seldom resorted to except in extreme cases, and then only when all milder measures have failed. I have discouraged the use of the strap in the school room as much as possible.

There is a very noticeable improvement in the personal habits of the children attending our public schools. More attention is paid to neatness and tidiness of dress and cleanliness of person than formerly. In conversation with the teachers I have learned that pupils are more refined in manner, less addicted to boisterous or unseemly conduct, more kindly disposed towards their playmates, conform more willingly to the rules of the school, and endeavor in a variety of ways to show their good will towards the teacher. The pupils of to-day have a higher sense of honor, are more truthful, more trustworthy, and take a greater interest in their studies than those of twenty years ago.

Speaking generally, the most common school offences are whispering, idleness, and neglect in the preparation of lessons assigned. Now and then we meet with children whose home training has been sadly neglected, and who are for this reason more or less difficult to manage, but these are the exceptions, not the rule. Usually these troublesome pupils yield to firm and considerate treatment, and in only one case within the past five years have trustees been called upon to expel a pupil.

The moral standing of the members of the teaching profession in Wentworth is much higher than it was twenty-five years ago when I entered upon the duties of my present office. It is very gratifying to know that fully two-thirds of the teachers now employed are members of some Christian church, and the great majority of these are active Christian workers. Of the remainder, it may be said that they are men and women of unblemished moral character, who love their work, and who discharge their duties faithfully. In not a few instances that have come under my personal observation, the direct work and influence of the teacher have wrought a great change in the manners and habits of the larger pupils. I have seen boys and girls who were coarse and rude in their manner, as well as idle and careless in their habits grow up to be quiet, well behaved and studious young men and women, and this, very largely through the personal influence of the teacher. Such teachers are an honor to the profession and command the respect and esteem of the parents.

Moral instruction in the schoolroom is usually given by the indirect method. The direct method, as I understand it, is, where a particular time is set apart for moral instruction, and the teacher takes up some special phase of this subject and teaches it as any other lesson is taught. On the other hand the indirect method deals with moral culture as time and circumstances may demand and is therefore largely incidental. The indirect method is the one most commonly followed, for very few of our teachers give regular set lessons in this subject. However it is not to be inferred from this that moral culture is neglected. Far from it. Every lesson is utilized and moral culture is made a matter of the first importance in every school and every department. Habits of neatness, order, prompt obedience, truthfulness in word and act, manly deportment among the boys, and ladylike gentleness among the girls are cultivated with the utmost assiduity. No opportunity is allowed to escape, but teachers are recommended to use tact and judgment in taking advantage of it so that good and not bad results shall follow. We have adopted for our motto the law of the harvest. "We reap more than we sow; we sow a thought, we reap an action; we sow an action, we reap a habit; we sow a habit, we reap a character; we sow a character, we reap a destiny."

In all our schools, the religious exercises are faithfully observed, and are conducted with becoming reverence. I look upon these exercises as decidedly helpful to both teachers and pupils, and should regret very much to see them abolished. Direct religious instruction on the part of the teacher, would doubtless give rise to more or less irritation in some of our sections, unless limited to the most general truths acceptable to all denominations. From my point of view the main difficulty would lie in the fact that some teachers would have more denominational zeal than Christian spirit, and would

emphasize the special doctrines of their own religious belief to such an extent as to prove offensive to the members of other religious denominations. So far trustees and ratepayers have not demanded any extension of the time set apart for these exercises. Ministers of the Gospel are welcomed by teachers and trustees whenever they choose to visit our schools, and every opportunity is given them to address the pupils.

The development of character through the formation of correct habits is an essential feature in every department of our school work, and is kept constantly in view. Our aim is to cultivate habits of self-reliance, independence of thought, concentration of effort, and perseverance in work, so that pupils when they leave school shall be better prepared to grapple with the great problems of life. One of the strongest factors in the accomplishment of this purpose is the moral and intellectual character of the teacher. Weakness in either of these respects is detrimental to the best interests of the school. Hence it has been our purpose to secure the services of men and women as teachers who are strong morally and intellectually.

The causes that have been largely instrumental in improving the tone of our schools, are, the employment of a better class of teachers, the increase of culture and refinement in the homes, and the improvement in the schoolhouse and their environments. To these may be added a system of uniform promotions from class to class, and the establishment of Entrance and Public School Leaving Examination centres in each township municipality. These have awakened a deeper interest in the work of our schools, and developed a strong public opinion favorable to popular education.

COUNTY OF YORK—NORTH.

A. B. Davidson, Esq., B.A., Inspector.

In rural schools truancy has decreased until it has almost entirely disappeared. In town and village schools it has decreased much wherever the Truancy Act has been strictly enforced. Where the Act has been only formally complied with, truancy is as general as ever.

Pupils seem to live more harmoniously, certainly violent modes of settling their differences are much less frequently resorted to than formerly.

Teachers are more polite and courteous to their pupils. This has produced an excellent effect on their scholars in refining and elevating their ideas as to manners and mutual respect. Were pupils taught to signify by some simple sign respect for their teachers whenever they met them in public and also to rise in school on the entrance of a visitor, most valuable effects as to character would be secured for them.

As to the treatment of dumb animals by the children, I am unable to note any improvement. Occasionally I find it necessary to advise the teacher not to miss an opportunity of instilling sentiments of kindness to the dumb creatures around them.

Loudness on the public highway is still characteristic of a few of my schools, but I have pleasure in stating that over the inspectorate it has decreased considerably during the last ten years. I cannot say that pupils are more truthful and straightforward, nor do I believe we need look for much improvement in this respect until they are placed under the care of teachers of more mature character, who have realized the exceeding importance of these qualities, and who deem it a more important part of their duty to train their pupils in good manners and morals than to develop their mental powers.

Corporal punishment is not so common as formerly, nor so severe when resorted to, and then only administered to boys who are rude and rebellious. The majority of the pupils are fairly considerate of the teacher's comfort. In manners and personal habits pupils have improved quite a little. The offences most common among them are petty acts of disobedience, idleness, roughness in play, and occasionally bad language and dishonesty in both word and deed.

The moral tone of the teaching profession in some respects has improved, at least outwardly, under pressure of an improved public ideal of what a teacher should be, but in reality I do not believe much advance has been made. In the matter of securing schools, for example, teachers frequently visit trustees and offer to teach their school for less money than the teacher is receiving who is employed. The teacher employed may have been in the school for some years and likely to be engaged for another year, but this makes no difference, they wish to obtain the school, and in order to do so descend to mean and dishonorable methods of securing the dismissal of a faithful fellow teacher.

No teacher has been suspended by me this year. About eighty per cent. of my teachers are total abstainers.

In securing discipline, teachers depend now-a-days much more on tact and good management than formerly. Through the better arrangement of studies and better teaching, discipline has become easier to the teacher and much more valuable to the pupils, compared with the good old rule and the simple plan, when

With fingers fiery and swollen,
With eyelids heavy and red,
The children sat in vengeful mood,
Conning their tasks in awesome dread.
Switch, Switch, Switch.
And still with sounds of dolorous pitch
The walls re-echoed the song of the
Switch, Switch, Switch.

Direct moral instruction is most frequently given in too immediate connection with the violation of some rule of school or good manners, while indirect is most frequently given in connection with the prose and poetic moral lessons. The value of the instruction given in these depends entirely on the character and personal force of the teacher. Sometimes I have the pleasure of hearing the ethical content of these lessons employed in such a way that it cannot fail to forcibly and favorably affect the character of the children taking part in them. The ethical content of history is very little used, and as long as so much history is assigned for the Entrance Examinations so long will the attention of teacher and pupils be confined to the ancient game of politics. Were the ethics of history to find a permanent place in the history paper of the Entrance Examination no doubt more attention would be given to this aspect of history in the school, but speaking generally, so long as the people consider the principal duty of the teacher to be, not the cultivation of character but of the mental faculties, so long will the many opportunities of the teacher for the formation of character be very largely neglected.

About one half of the teachers belong to some Christian church, and one tenth teach in the Sunday-school. No doubt a larger number would teach in the Sunday school were it not that the work resembles so nearly that from which they seek a rest. With one exception all the teachers follow more or less exactly the requirements of the regulations in regard to religious instruction, and I am quite sure the exercises are conducted in as orderly and as reverent a manner as could be expected of children. Wherever these exercises are conducted in sincerity and truth by the teachers I am quite satisfied they are beneficial to both pupils and teacher, but otherwise I do not believe they are of any value, and where the character of the teacher is distinctly at variance with the truths contained in the exercises they had better not be conducted.

Were a companion to the Scripture readings published in which the thought of each lesson to be specially enforced were indicated, with a few brief hints on its exposition, I am confident good would ensue, but to permit the average third-class teacher to give an exposition of the lesson without any guidance, would most certainly result in a religious war.

I have yet to learn of the ratepayers of any school, or of any Board of Trustees asking for an extension of the time allowed for religious exercises.

The influence of the teachers is almost invariably on the side of morality and virtue, and wherever it is the product of conviction and sympathy with the moral, it is decidedly helpful to the pupils.

The teachers and trustees, speaking generally, would be very much pleased if clergymen would visit the schools and shew by their presence and words their hearty interest in the work of the school; being educated themselves, their testimony to the value of education would stimulate the pupils and encourage the teachers, but so far is this from being the case that during the ten years that I have exercised supervision of the schools of this district, with two exceptions, I have neither seen nor heard of any clergyman visiting a school unless specially invited to do so, nor have I ever heard of any clergyman imparting religious instruction in any of the schools or even expressing a wish to do so.

COUNTY OF YORK—SOUTH.

David Fotheringham, Esq., Inspector.

Truancy is hardly known in rural districts, and little in suburban localities. There is none among children of well regulated families. It occurs among children badly managed or neglected at home. It is undoubtedly less than twenty years ago.

I hear little of *disputing* among school children, either by the way or in the yard. Have not for years seen or heard discourteous or boisterous conduct on the road, but have had many pleasing evidences of appreciation of civility or kindness shown to school children.

As to *truthfulness* it is difficult to speak, though there can be no doubt that that virtue prevails more to-day than when less attention was given to the moral tone of school life, as was undoubtedly the case five and twenty years ago.

Children are more easily controlled of late, because less of force-power and more of reason and will power are developed. Teachers have for years been required to study psychological principles, both for intellectual and moral power with their pupils, and with evident advantage.

Literature published by Humane Societies has been distributed in all the schools; books such as "The Black Beauty" and "Beautiful Joe" have been read aloud on Fridays; and other efforts such as forming Bands of Hope and Flower Mission Bands for developing the spirit of kindness and consideration for "every harmless living creature" have received considerable attention, so that there can be no doubt of improvement in the *humane spirit* among school children of to-day.

It is now an almost universal custom for pupils to rise in a body and return in a military or informal way the salute of the inspector or other visitor; and, on his retiring, to say good bye in the same manner.

On being marched into school, and before being seated, many schools greet their teacher with a "good morning"; and with a "good night" just before dismissal at four o'clock. More attention is thus given to the formalities of *politeness*, and the true spirit of it seems to be growing.

In many South York schools, blackboards are decorated with wreaths and borders of beautiful designs in variegated colors; and among these are often inserted mottoes, dealing with the true principles of social, political, commercial, intellectual and moral development, mottoes referring to self-denial, self-sacrifice, self-development, self-application, nobility of purpose and aim. Thus is taste cultivated, and, what is more important, the foundations of true character are suggested if not directly inculcated.

Corporal punishment is less common now than formerly, and indeed is less necessary, as children are more amenable to public opinion and the dictates of reason.

There is marked improvement in the *neatness* and good *appearance* of children in most schools, both in rural and suburban districts; and marks of increasing refinement are rarely wanting where parents and teacher recognize its importance.

A few boards of trustees, notably those of Deer Park, York Mills, Willowdale, Hagerman, the stone school-house, Scarboro, etc., etc., have made kalsomining, papering and decorating with pictures, etc., a part of their regular duty, so that, with *refining influences* around, children instructively become more attentive to personal appearance and habits.

If irregularity may be called an *offence*, that is the most common. A real offence arising largely out of that is *lack of preparation*. This, however, is less common than formerly. Average attendance has made a marked improvement under the stimulus of better accommodation and the stimulating influences of uniform promotion examinations.

Teachers.—Five and twenty years ago there were many persons of high moral tone in the profession. There may be more now. I think there are. We have more youthful teachers to-day, and these as a rule do not make strongly for a high moral tone in their schools, but with increasing experience this undefined but most valuable influence asserts itself in most cases.

I am of opinion that four out of five of all my teachers are avowedly and really of high moral fibre, and I believe the percentage is even higher.

Looking over the lists of '71, '72 and '73, I find names that brought no honor to the profession—men of low ideals and poor influence. Looking over the lists of the last three years, I find a few—not quite so many—that I would gladly relegate to a secular occupation, for teaching is a sacred profession.

A few men in the far past lost their certificates for unworthy conduct. Sad to say, this year for the first time, a woman has had her certificate cancelled.

It is much rarer now than formerly to meet a teacher of suffused face and bar-room breath. With safety I may say that *ninety per cent.* of my teachers are *total abstainers*; and these, by word and deed inculcate the principles of temperance.

Corporal punishment is much less common now than formerly, and children yield much more readily to the force of reason and public opinion. When physical suffering is inflicted it is usually with "the regular strap." "Keeping in" is [perhaps the most common *form of punishment*.

The moral instruction of the school-room is mostly indirect. The life of the teacher is the most potent means of moral instruction. Next comes the government of a school in which duty to our fellows, our rulers, to God, are enjoined; in which the principles of unselfishness, co-operation, forbearance, punctuality, regularity, diligence, forethought, providence, etc., etc., are insisted upon. After that will come opportunities for teaching morals (and all earnest teachers do) from the characters, incidents and events arising in lessons in literature and history. Finally, the opening and closing religious exercises, as prescribed and almost universally followed, have their moral influence when conducted deliberately and reverently, which is not always the case. The formal and regular recognition of the Divine Being and of our dependence and obligations to Him cannot fail to lift the moral tone of the school. Yet these influences might be rendered greatly more effective by a formal and fairly thorough study of the true principles of social, commercial and national life and permanency as recognized by all Christian communities; and it should be possible to have a simple outline of practical ethics prepared and authorized for use in our schools.

Nine-tenths of our teachers are members of Christian churches, and over one half are, I believe, assisting with excellent results in our Sunday-schools. Their training in theory and methods of teaching and controlling, along with their experience, gives them a foremost place among *Sabbath-school workers*.

I have, perhaps unwisely, placed the *religious exercises* at opening and closing fourth in the order of value for moral power in the school, but would feel appalled were

they dropped. The loss would be a serious blow to the character of our public school system ; and I do not believe any serious objection would be taken were these exercises lengthened considerably, as indeed they are in some neighborhoods by the use of organ and hymn-singing.

Why should it be regarded as impracticable to have a series of Scripture lessons to be read, studied and made a subject of examination like any other selections of high literary merit? Such selections could be made under headings, such as Honesty, Filial Duty, Patriotism, Industry, Courage, Reverence, Moral Power, etc., etc, and under such titles teachers should be authorized to develop the leading thought of each.

As for religious instructions strictly so called, I know of no school in which these are conducted according to the provisions of the law and regulations. The affirmative replies to the question in the annual reports *re* religious instruction, are in the case of South York given under a misapprehension I am very sure. Neither clergymen nor substitutes go to schools to give religious instruction, though I am glad to say that some make frequent calls and speak words of encouragement to both scholars and teacher with the hearty concurrence of parents sufficiently interested to notice such visits.

DISTRICT OF ALGOMA.

Donald McCaig, Esq., Inspector.

1. There is very little truancy in rural schools. I think it is not on the increase, though perhaps it is more noticed than formerly.

2. Pupils are not generally quarrelsome, I believe much less so than 15 or 20 years ago.

3. There is very little difficulty in governing rural Schools. Methods of discipline are milder than formerly, and I believe there is a corresponding change in the dispositions of school children.

4. Cannot speak definitely as to truthfulness, but have had no complaints, nor allusions by teachers as to untruthfulness, but think more attention should be paid in schools to what is called good manners, and respect to elders and superiors.

5. I believe the moral tone of the teaching profession has improved within the last ten years, but I think it is more effeminate with less strong manliness and womanliness.

6. Nearly all teachers are now abstainers, I have known of but three cases of intemperance in 11 years, and have suspended but one certificate in that time for immoral conduct.

7. The most general form of punishment is, depriving the pupils of recess hours, and the imposition of extra work. There is very little corporal punishment.

8. There is not much direct or formal moral instruction in my inspectorate. Schools are generally opened by the reading of the New Testament or Scripture readings, followed by prayer and sometimes by the singing of a hymn. I think most of the moral teaching arises out of the incidents connected with the daily occurrences of the school room. I believe all the teachers in my inspectorate belong to some branch of the Christian church. And the regulations with regard to religious instruction are complied with in at least 90 per cent. of the schools in my inspectorate.

In the towns and villages nearly all the teachers teach in Sunday Schools. In all the instances that have come under my observation religious exercises are conducted reverently.

9. I think it would be unwise to enforce or authorize teachers to give direct religious instruction in schools. The people of the sections belong to different branches of the Christian church, and there is considerable religious jealousy among them as it is. In a

number of Sections I have several times been appealed to by ratepayers, against the action of trustees in giving the school room on Sunday for religious exercises to some of the denominations in the Section. I think in such cases the teacher would carry the religious strife into the school.

I believe religious exercises as at present conducted, beneficial from a moral point of view, but think special instruction might lead to trouble in many cases. No time has been taken in any instance that I am aware of, from the regular school hours for religious instruction.

DISTRICTS OF NIPISSING AND PARRY SOUND.

Rev. George Grant, B.A., Inspector.

1. In the rural Schools, whilst irregularity in attendance is a prevailing and widespread evil that greatly distresses teachers and retards the progress of the Schools, truancy is an offence almost unknown. Various causes lead to irregularity in attendance, such as indifference on the part of parents; poverty and the consequent inability to procure suitable clothing for the children, especially in the winter time; the need of the services of the larger pupils on the farm and in the home, etc.; but truancy is not one of them.

As to the disposition of pupils to quarrel, I suppose there will be more or less of this, as long as, human nature or child nature, remains what it is. I have heard of nothing beyond the rivalries and disputes, that health and a fondness for manly sports, naturally give rise to. No case of serious pugilistic encounter has come to my notice for the past half dozen years. In respect of the general conduct of pupils both outside and inside of the school, there is, I think, a very marked improvement of late years. And this I trace to the wiser and more enlightened methods followed by teachers. The gentler and more humane methods of dealing with pupils, expounded in the Model Schools and Teachers' Institutes, are thus bearing their legitimate fruit. Teachers now very generally appeal to the higher nature of their pupils and trust them wherever and whenever they can, and as a natural consequence, the pupils are, more and more, showing themselves worthy of trust.

The commonest kind of school offences are idleness and restlessness in the school room. Sometimes offences of a graver nature occur, when the authority of the teacher appears to be set at defiance, but these are now few and far between. I cannot recall any cases of personal conflict between teacher and pupil. These all belong to the old days, when the physical force methods were in common use.

Idleness, or the disposition to sacrifice work to play, is the fruitful source of all the petty offences that usually interfere with the every day work of the school room. Comparing the present with the state of things ten years ago, we have no hesitation in reporting a decided improvement in the general manner, tone and conduct of the pupils.

2. With respect to the teachers: There never was much to complain of in regard to the moral tone of the teaching profession in these parts. When I was appointed to the Inspectorate, eleven years ago, few of the teachers were professionally trained; many of them held only temporary certificates, and altogether, from a purely scholastic point of view, the profession was at a low ebb. Nevertheless, though but poorly equipped in this respect, the majority of them were then, as they are now, on the right side, and strong on all moral questions. In the early years of my inspectorate we had two or three scandals, from intemperance and other immoralities, but nothing of that nature has occurred for the last six or seven years. I have had no complaint against the morals of any teacher, nor anything approaching a suspension, for several years back. Most of the teachers are total abstainers and identified with some branch of the Christian church.

Our teaching staff is now largely recruited from the young people brought up in the Districts and taught in the district schools, and, like the bulk of the settlers, is moral, religious and well-behaved. The settlers are, as a whole, a hard-working, thrifty, moral and religious people, that would do credit to any country. There is almost no drinking in the rural parts. Such drinking as there is, is confined to the villages and towns, and there done mostly by travellers, pleasure seekers, and the people connected with the lumber business, consequently we find the teachers largely devoted to Sabbath School work, temperance work, and indeed to every movement in their respective neighborhoods that tends to the religious and moral up-lifting of the community. Three fourths of the teachers are young, enthusiastic, and quite a moral help in the localities where they labor. I am safe in saying that ninety per cent. of the teachers are total abstainers and religiously inclined. The moral instruction of the school room is principally of an indirect character. No formal lessons are given in morality, if we except the half hour, once a week, devoted to temperance. The literature of the reading lesson and history are the channels through which teachers usually try to impart moral instruction.

The religious exercises in opening and closing school, such as reading a portion of Scripture and prayer, are very generally attended to and performed in a becoming manner. They undoubtedly exercise a powerful influence in moulding the minds of the young and in leading them in the proper direction.

I know of no school in my inspectorate in which religious instruction, as defined in Section 7 (2) of the School Law, and regulation 100, is imparted. The question of extending the time allowed for religious exercises, has nowhere been raised, to my knowledge. Clergymen that choose to visit the schools are always welcomed by the teachers, but trustees do not, apparently, trouble their heads about the matter.

"To authorize teachers to give direct religious instruction by the exposition of the Scripture lesson," would, I believe, arouse the fiercest strife, and would be the means of doing far more harm than good.

CITY OF TORONTO.

W. F. Chapman, Esq., Inspector.

I consider truancy to be on the increase in Toronto owing chiefly to the inability to get pupils sent to the Industrial Schools for persistent truancy.

Quarreling is rare; pupils are courteous to one another, kind to dumb animals, orderly on the public highways, and in most cases truthful and straightforward.

The matter of being trusted when the teacher is absent depends largely on the teacher; it is one of the best tests of the highest order of disciplinary power. A class that could be trusted implicitly with one teacher, changed entirely in this respect with another teacher.

Pupils are more easily controlled without corporal punishment than formerly and the vast majority of the pupils are considerate of the teacher's comfort. The matter of being tidy and cleanly in their personal habits and generally refined is closely associated with home life and in a city varies according to the locality and social standing and thrift of the parents. Cleanliness is, however, a condition of the enjoyment of school privileges.

The most common offences appear to me to be: (1) Hasty, improper replies amounting to insolence. (2) Truancy and leaving school without permission.

Cigarette smoking and bad language are prevailing offences, but inasmuch as they are largely suppressed on school premises and during school hours, they may not be legitimately designated school offences.

I consider the moral tone of the teaching profession very high, but I have no proof that it has improved during the five years that I have been Inspector. No teachers have been suspended for immorality. I believe that 99 per cent. of the teachers in my Inspectorate are abstainers from alcoholic drinks.

Corporal punishment is on the decrease. School discipline has changed ; the democratic spirit of the age has entered the school-room in a limited, modified sense. The wise teacher will never say to the pupils, "This is *my* school and you *must* do so and so," but rather "This is *our* school," and secure their co-operation in the framing of rules to govern its work and guide their conduct.

Forms of punishment :

1. Detention. (Not after 4 o'clock, but from 3.30 to 4, as the pupils in our schools whose conduct and lessons have been satisfactory, are dismissed at 3.30 p.m.)
2. Notice of conduct sent to parents on printed forms.
3. Sending to Principal.
4. Corporal punishment.
5. Suspension.

For the moral improvement of the pupils the following are used: Repetition of the Ten Commandments weekly ; study of Bible characters ; lessons from the lives of heroes and heroines by readings on Friday afternoons and incidentally in the Literature lessons ; inculcating a love of the beautiful or cultivating the esthetic side of the nature. While the moral instruction of the school room may follow the lines indicated, the great moral power in the school room must ever be the pure minded, enthusiastic teacher who considers the chief aim of all teaching to be the formation of character of the highest type. Such a teacher is a mighty moral force and leaves a life-long impression on those coming under his influence. The best moral teaching is indirect and incidental.

I think the majority of the teachers belong to some Christian church but I have no information on which I could base a statement regarding the proportion or percentage that do. Probably one-half of the Toronto teachers are Sunday School workers.

The regulations regarding religious instruction are followed and the exercises conducted reverently. These exercises, so conducted, are of value as a daily recognition of Him who is the Giver of all good, and Fountain of all wisdom. I do not think an exposition of a Scripture lesson by which direct religious instruction would be imparted would cause religious strife. I believe the education and good sense of the teachers will enable them to discriminate between the minor, non-essential truths with regard to which there is a difference of belief and those fundamental principles of the Christian religion that are universally accepted, and, so discriminating, they will know what to avoid.

Trustees and ratepayers do not demand the extension of time now allowed for religious exercises. Any applications from ministers to exercise the privileges granted them are favorably considered, but such applications are exceedingly few. Any request that would encroach on regular school time would not, I think, be favorably received.

CITY OF GUELPH.

Wm. Tytler, Esq., Inspector.

Truancy.—I am glad to be able to say that truancy has decreased very much during the past ten or fifteen years. When I first became principal of the Guelph schools it prevailed to a deplorable extent, but by the adoption of a system of reports, and by constant vigilance on the part of the teachers, it has been reduced very greatly.

Conduct of Pupils.—Although there is still much room for improvement in the behavior of many of our pupils in the streets, I am glad to report a constant change for the better in this respect. The same is true with reference to their conduct in the absence of the teacher, and the ease with which they are controlled. Formerly in this city there was a very strong tendency on the part of the larger boys to oppose the will of the teacher, and to set themselves defiantly in opposition to authority. I am gratified to say that this state of things has to a very large extent passed away, and that the pupils with but one or two exceptions now and then, are disposed to comply cheerfully and readily with the commands and wishes of their teachers.

The relations between teachers and pupils are much more friendly and pleasant than they used to be, and the result is a constant decrease of the effort and time required to maintain order and secure proper attention to work.

On the part of the boys there is still much to be desired in respect to tidiness and cleanliness, and to the refinement of their manners; but I can see a slow but steady improvement in these particulars. In this, the example of the teacher, and quiet and persistent effort day by day cannot fail to produce a good effect.

School Offences—Although there has been a decrease in offences of violent and wilful disobedience, there are still too many instances of untruthfulness, especially with reference to offences regarding which questions are asked. This latter offence is, by the schoolboy's standard of morality, considered to be venial, especially when he is asked to incriminate others. The most common offences, however, are of a less serious nature, and are chiefly those arising from a careless and idle disposition—such as neglect of school work—talking to neighbors during school hours, etc.

With respect to Teachers.

Moral Tone.—I can hardly say that the moral tone has improved during the brief period—four years—that I have been inspector, but I can truly say that it is, and has been exceedingly satisfactory. There has not been the slightest whisper against the moral character, or the conduct of any of our teachers since I became inspector. I believe that all our teachers are abstainers from alcoholic drink.

Corporal Punishment.—The instances of corporal punishment reported by the teachers decrease in number year by year. Every influence is brought to bear on the teachers to discontinue as much as possible this method of punishment, and to substitute others for it. Several of our best teachers have not reported a single case during the past year; and this shows that it is possible to have satisfactory discipline without having recourse to it. Teachers are required to keep a careful record of every case of corporal punishment, with all the details connected with it, and to report to the principal and the inspector at stated times.

School Discipline.—I believe it is now much easier to preserve proper discipline than it was. This is partly due to increased self-control and better methods on the part of the teachers, and partly to the increasing refinement, and improved tone of the pupils, who are now disposed to regard their teachers rather as friends than as tyrants to be resisted as vigorously as possible.

For the ordinary everyday offences of the school room, the most common punishment is detention after hours, with or without work to do during the time of detention. For more serious offences, and for persistent repetition of offences after warnings, pupils are occasionally sent home—suspended for longer or shorter periods—corporal punishment is, as a rule, inflicted only as a last resort.

Moral Instruction.—The moral instruction imparted in the school room is chiefly indirect, advantage is taken of the lessons in reading and literature, and of the daily occurrences and incidents of school life, to inculcate lessons of kindness to companions—of kindness to animals—generosity, self-denial, honesty, truthfulness etc.; to point out evils to be avoided and right paths to be followed.

So far as I am aware all of our teachers belong to some Christian church, and a majority of them are Sunday school teachers.

Religious Exercises.—The regulations are observed by all the teachers, and, so far as I have had an opportunity of observing, the exercises are conducted with the utmost reverence. I believe the effect on the pupils is a good one.

In my opinion it would be unwise "to authorize teachers to give direct religious instruction by the exposition of the Scripture lesson," with the best intentions, some might be apt to make remarks that would arouse opposition and lead to unpleasant discussion.

I have not heard of any demand for additional time for religious exercises on the part of either trustees or ratepayers. I believe that the moral character of the teachers is as a rule very helpful to the pupils. The character of the majority—I may say of all—of our teachers is an example and a stimulus to their pupils, and cannot fail to have a beneficial effect on their minds and characters.

In my opinion trustees and teachers would gladly welcome clergymen to the school-rooms, but, so far as I know, no clergyman has, during my term of office as inspector, asked to be allowed to visit the schools and address the children.

CITY OF HAMILTON.

W. H. Ballard, Esq., M.A., Inspector.

1. *Considerations with regard to Pupils*—Truancy, properly so called, although it has never given us any very serious trouble, has to be more or less carefully guarded against at certain periods of the year. The recent act, however, administered by an active and judicious officer, has reduced truancy to a minimum.

Very few cases of quarreling among pupils have been reported to me, or have come under my notice. There is little or none of it on the school grounds, and such quarrels as occur on the way to or from school are usually nothing more serious than wrestling matches.

As modern school buildings, properly heated, lighted and ventilated, with school rooms made cheerful, attractive and homelike in appearance have been substituted for the dingy old houses that have outlived their usefulness, a marked change for the better in the deportment of the pupils has been observed. They have become less boisterous, more easily controlled without corporal punishment, more tidy and cleanly in their personal habits and generally more refined in their manner.

The increased attention which has been given of late years to the introduction and adoption of better methods of discipline and instruction has led to a marked improvement in the teacher's attitude towards the pupil. A feeling of kindness and personal interest has been cultivated and has been promptly met on the part of the pupils by an earnest desire to be found worthy of the kindness and confidence extended to them, by a greater disposition to be truthful and straightforward and to consider the comfort of the teacher and of one another.

2. *Considerations with respect to Teachers.*—The moral tone of the teaching profession, so far as my experience has enabled me to judge, has always been high. During the twelve years that I have been inspector in the city of Hamilton, not only has no teacher been suspended for immoral conduct, but not even a charge of immorality has been preferred against any member of the teaching staff.

As regards the use of alcoholic drinks, I am satisfied that I am safe in saying that ninety per cent. of the Hamilton teachers are total abstainers, and I have no personal knowledge that would enable me to say that the percentage is not even higher than I have placed it; and an occasional glass of the less hurtful of these drinks is probably the extent of the indulgence of even the least abstemious.

Corporal punishment is not on the increase. The number of punishments administered is about equivalent to giving each pupil one application during his Public School Course. The best teachers make least use of it, and some have had no cases of corporal punishment for years.

Increased attention to the training and selection of teachers has, year by year, given the staff a greater degree of efficiency and consequently produced a much higher order of school discipline.

The forms of punishment (not corporal) that prevail are loss of honor marks, occasional detention after four o'clock, private admonition, public reprimand, deprivation of privileges, segregation, etc.

The moral instruction of the school room and the methods sought to be adopted for the moral improvement of the pupils are well described by Mr. Elliott, who sets forth the plan pursued in the Central School as follows—

Moral Instruction.—The moral instruction of the school-room is of two kinds, direct and incidental. Of these two, the latter is more generally made use of. Under the former are included—

1. Scripture reading and prayer.
2. Gem lessons.
3. Lessons on duty, right and other virtues, as occasion demands.
4. Various forms of punishment, e.g., withdrawal of privilege, reproof, detention, suspension and corporal punishment.

Under the latter are included—

1. The silent influence of the character of teacher on pupils and of pupil on pupil.
2. The organization of the school.
3. The ethical application of points as they occur in recitations.
4. The training in music.
5. The teaching of history and literature.
6. The disciplining of intellect and will through the various subjects of the school curriculum.

1. *Direct Instruction.*—The regular reading of the Scriptures and the offering of an opening prayer is an external acknowledgment of the Supernatural. His over-ruling providence and the personal relationship existing between Him and man. Such exercises conducted feelingly and reverently must have indeed a strong influence for good in the inculcation of the virtues of charity and self-sacrifice.

2. The gem lessons used in our primary grades are among the best instruments of moral instruction. Always short and pointed, the pupil has no difficulty in memorizing them; and when developed and illustrated by a teacher who feels and lives out the truths so clearly and strikingly presented, right feelings are awakened, the pupil's conscience quickened and a more ready response in right action facilitated. Besides when memorized these gems become moral centres from which continue to radiate influences for good long after school and teacher are forgotten.

3. While occasions arise in which it is felt necessary to give lessons directly on some of the virtues, such as justice, kindness, obedience; yet seldom is it found necessary to more than incidentally draw attention to these as they are exemplified in the acts of the pupils or illustrated in history or literature.

4. Last among the instruments of direct moral instruction is that of punishment. And here I use the word punishment in its widest sense; for the infliction of bodily pain is now becoming rare in our city schools. The punishments usually resorted to are those of reproof, withdrawal of privilege, detention and loss of honor marks.

1. *Incidental Instruction.*—Certainly there is no greater power outside the family for the moral upbuilding of pupils than that of the personality of the teacher. Pupils are strongly imitative. The actions of the teacher are constantly seen, his words noted, and

such is the power of insight in children that frequently the outer mask of action or expression is pierced and the sincerity or deceit of the instructor revealed. The living presence of the teacher in whom abound the virtues that ennoble character, whose life is a constant revelation of those principles which inspire the young with noble ambitions and whose sunny, cheerful disposition makes evident the compatibility of purity of life and the fullest happiness, exerts over the lives of his pupils an influence for good which only eternity can reveal.

Besides, the fact that pupils mingle so much in school and at recreation, is but evidence of a moral influence subtly active in forming the characters of our school children. And since the great majority of our pupils are not only free from those habits which degrade, but exemplify in their conduct a nobility of spirit and manliness of action, the effect of their contact with the few who by force of heredity or other conditions are on a lower moral plane is to gradually lift them upward to that status of life where honor, kindness, love and right prevail.

2. Again the organization of our schools is a means of no small importance to the moral advancement of our pupils. Our schools are social communities with common interests, thus affording excellent training in forbearance, kindness and courtesy. Our schools are also civil communities in which justice and respect for the rights and privileges of others are the governing principles. In such a community, pupils learn to subordinate their individual wills to that authority which operates for the common good.

3. There are occurring constantly opportunities for the inculcation of moral truths in the daily recitations, and these occasions, though unsought, are usually turned to good advantage by our teachers. This applies to all recitations or more particularly to primary and intermediate classes.

These recitations present opportunities not only "to suppress promoting, but to eradicate the motives which lead to it, and to impress deeply the duty of honesty."

4. Another potent source of moral instruction is to be found in the training in music our pupils receive.

Music has the special function of "producing in the pupil a feeling of oneness with others, of social unity." And this is best accomplished by that form of music which is most prominent in our schools, viz:—chorus singing. Besides there is a strong moral influence emanating from the words to which the music is set, breathing as they do sentiments of charity and love of home and country.

5. While all branches of the curriculum indirectly minister to the moral development of the pupil, the subjects of history and literature perhaps more prominently assist this end.

History sets before the pupil's mind "examples of heroism, of self-sacrifice, of love of country, of devotion to principles at the greatest cost." And presented as they are in many cases by our teachers, in an interesting manner, they cannot fail to inspire the pupils with a desire to emulate these lives. And since the characters presented in history are not all good and none of them is faultless, excellent opportunities are afforded the pupils of entering into the motives which promoted the actions of these men, to weigh the right and wrong which those actions present, thus increasing their moral insight and training their moral judgment.

The teaching of literature has of late years been much improved and with the improvement has come increased love in the pupils for the thoughts and expressions of our great writers. The noblest thoughts and loftiest aspirations of the race are embedded in our literature and as these are unfolded to the minds of our pupils by teachers in sympathetic touch with the authors, truer and higher ideals of life are formed, thought and conduct modified and nobility of character slowly but surely evolved.

In conclusion I may state that while particular mention has been made of two or three of the subjects as affording means of instilling moral lessons, yet there is not a subject on the curriculum which is not made indirectly to minister to the development of will, thus placing the pupils in possession of a power which will enable them to more

easily stand firm in a critical hour. In fact such is the improvement in our system of organization and management that the whole atmosphere of the class-room encourages moral refinement.

I am not able to say how many teachers are members of some Christian church, but I am assured by a few enquiries made that the proportion is large. At a meeting of twenty-one teachers of a certain grade, eight were found to be Sunday school teachers. Such religious instruction as the regulations permit, is regularly given, and the exercises are for the most part conducted reverently, and made helpful to the student, both from a moral and a religious standpoint. Many teachers would gladly go further than they do in the way of giving direct religious instruction and might in such cases be safely permitted to do so, but any attempt to authorize teachers generally to give direct religious instruction by the exposition of the Scripture lessons would probably arouse strong and determined opposition.

While neither trustees nor ratepayers have demanded any extension of the time now allowed for religious instruction, I do not think either they or the teachers would be unwilling to allow clergymen to visit the schools and talk to the pupils.

CITY OF KINGSTON.

W. G. Kidd, Esq., Inspector.

Truancy.—I am glad to be able to report a decrease, from year to year, in the number of cases of truancy. The evil still exists, but happily it is now confined to a few. Our teachers have worked earnestly and well to check this habit, by making their school-rooms attractive and the subjects of instruction interesting, and by visiting the homes of the children. The chief cause of truancy is the neglect of their duties by parents. Some of them are careless and indifferent and refuse to aid the teachers in their efforts, but where the co-operation of the parents has been secured, the evil has been corrected and better results have been obtained.

Conduct.—Our pupils are making steady, healthy advancement in order, industry, obedience, neatness, courtesy, truthfulness and honesty. Regular and incidental oral instructions are given in morals and manners in all the grades. The children are taught by precept and example to love what is beautiful and right, and to have an aversion for what is wrong. Our teachers appear to realize that no teaching is worthy of the name unless it has a moral effect, and that the highest aim of education is the formation of character.

Teachers.—I cannot speak too highly of the moral tone of the teaching profession in Kingston. The members of our staff are of irreproachable character, without exception. They all belong to some of the branches of the Christian Church. They are all abstainers from tobacco and alcoholic drinks; more than three-fourths of their number are teachers in some of the Sunday schools. With few exceptions they are earnest, conscientious and progressive, and show an appreciation of their work that is highly commendable.

Discipline.—The discipline of our schools is for the most part excellent. The majority of our teachers control their classes without any apparent effort. Those who look for the good only, who appeal to the best that is in the child, and not to the worst, have no difficulty in securing the best kind of discipline.

Corporal punishment is becoming a relic of the past. Our best teachers rarely make use of it. In schools where love and sympathy and sunshine prevail there is no room for the bitter tongue or the rod.

Religious Instruction.—In September 1895, the Board of Public School Trustees issued the following regulations relating to religious instruction:—

1. "It is resolved that we adopt the International Series of Sunday School Lessons for use in the Public Schools, as most contributory to the study of the Scriptures topically and systematically."

2. "That the Sunday school lessons be read in the Public Schools each morning and that the exercises be varied each day by the recitation of the Apostles' Creed, the Ten Commandments, the Beatitudes, or a Psalm preceding the prayer prescribed by the Education Department."

3. "That the pupils be required to read the lessons with the teachers, to know the chapter from which they are taken, to memorize the golden and other texts, and to be marked for proficiency in them as in other studies, and in the same way."

These regulations have been carefully observed during the last year-and-a-half and already excellent results have been obtained. In places where Separate Schools exist there is no reason why the Scriptures should not be studied in the Public Schools. In Kingston the first murmurings of dissatisfaction have yet to be heard.

It is a pleasure to be able to state that our trustees and teachers fully realize that character is of more worth than mere scholarship, that there is nothing more precious than the mind, soul, and character of the child.

CITY OF LONDON.

W. J. Carson, Esq., Inspector.

Truancy for the past quarter of a century has been steadily on the decrease. Only a few cases occurred during 1896. This is largely due to ample school accommodation, attractive and well ventilated class-rooms, together with excellent text-books and highly efficient teaching.

Truants were made by inefficient teaching in over crowded, badly-ventilated, un-attractive, poorly-equipped class-rooms.

In any over-crowded room the teacher knows the disposition and real standing of not more than from twenty-five to thirty per cent. of the class. These pupils do good average work and receive their promotions regularly. The next twenty-five or thirty per cent., that would require at least some degree of special care, but fails to get it, does fair work. The remainder of the class which would require individual attention, special direction and inspiration, do little at their studies, but may be found almost any time watching for an opportunity to whisper or to pull some school-mate's hair. These pupils, or at least a large number of them, spend from two to three years in the Part I. Reader, and about the same length of time in the Part II. Reader. Is it any wonder then that some of these yield to the first inducements to truancy? They have no studious habits, no caring for school, and reach the Third Book when they are about fourteen years of age. In this grade they spend a few months or a year of irregular attendance and leave school.

In no well-regulated room with an efficient teacher and between forty and fifty pupils have I ever found truants. Truants are made, not born, and if a few are made, these will react on the school and assist in making more.

If the primary rooms especially are kept in numbers down to about forty-five, with an enthusiastic teacher, the individual needs of all can be known, and each child will receive the help, direction and inspiration he requires to form and fit his mind for real success, not only in his own grade, but in the higher grades of the Public School course as he advances.

Twenty years ago it was not an unfrequent occurrence for boys to assemble on a common or vacant lot, form a ring and box until they were bruised, cut and covered with blood. During the past few years a quarrel or a fight has been exceedingly rare. Boys are learning to have greater regard for the rights of others, and to exercise greater forbearance. Pupils are now courteous to each other, humane to dumb animals, and conduct themselves quietly and properly on the public streets.

Children are not now heard, as was the case ten and twenty years ago, shouting after people on the streets, calling nick-names after the teachers and throwing stones or snowballs after them from some secluded spot.

It is now a common occurrence, but more frequent amongst children who were trained in the Kindergarten, when the teacher or a pupil is ill, for a number from the class to call and make inquiries, to take or send a bouquet, etc., to show their sympathy.

Any man who thinks that children are not better behaved now than they formerly were would do well to have himself carefully examined by a physician who is a specialist in nervous and mental diseases.

Pupils are more truthful, straightforward in school and on the play-ground, more to be trusted out of the teacher's sight, more easily controlled without corporal punishment, more disposed to consider the comfort of the teacher, more tidy and cleanly in their personal habits and generally more refined in their manners.

The commonest school offences are, as near as I can find out, whispering and lack of prompt obedience. During 1896 the behavior was such that I had not one case to investigate.

The moral tone of the teaching profession has improved during the past number of years, and the teachers are now receiving the respect and standing in the community which their education and culture deserve.

I have never had occasion to suspend a teacher's certificate for any reason. From ninety-five to ninety-seven per cent. of the teachers are total abstainers.

Corporal punishment is on the decrease and school discipline is much easier than formerly. The prevailing punishments are reprimands, impositions and detention after four o'clock.

All the teachers employ the indirect method for the improvement of the morals of their pupils. They lose no opportunity, when a case of misconduct arises, to impress upon the class the great principles of morality. Many of the teachers read and tell stories or anecdotes which illustrate excellent traits of character and conduct.

About ninety per cent. of the teachers are members of some Christian church and a large number of them teach in Sunday School. Three are Sunday School Superintendents.

I think in all schools the exercises are opened with prayer and in many cases by reading a portion of the Scriptures. In two rooms I heard the teacher question the pupils on the Scripture lesson and make excellent comments on certain passages. So much was I impressed with the good effect upon the class that I hope the day is not far distant when all teachers will have an opportunity to follow this example.

In most cases the religious exercises are conducted reverently, but in some cases as a matter of form.

I am of opinion that no religious strife would arise should the teachers give direct religious instruction.

People in our day are far more sensitive on politics than on any other question, and when History and Geography are taught without incurring the wrath of political fanatics, I think there is no fear of the intelligent teachers of Ontario, while giving direct religious instruction, so far forgetting themselves as to deal with disputed doctrinal texts in such a way as would tend to make proselytes and bring down the indignation of any of the parents.

In twenty-five years I have never heard a trustee or a ratepayer say anything regarding religious instruction in schools.

The moral character of the teacher is helpful to the pupils. Where the teacher possesses strong moral convictions, culture and refinement, and has an easy, polite manner, you can detect the reflection in the pupils in less than ten minutes while answering questions on any Public School lesson. I am sure the trustees and the teachers

would be quite willing to allow clergymen to visit the schools and talk to the pupils. I am also satisfied that if clergymen wished to give regular weekly instruction after four o'clock they would meet with the hearty co-operation of both the trustees and the teachers.

I think it would be exceedingly helpful to the teachers if a good book on Ethics were written, in which, amongst others, the following questions should be explicitly set forth, viz.: Morality, Motive, Moral Ideal, Desire, Unconditional Good, Good Will, Personality, Duty, Responsibility, Conscience, Hedonism, Utilitarianism, Perfectionism, Eudæmonism, etc.

A chapter or two should be written showing the application of ethical principles to actual occurrences of life in and out of the school-room.

Possibly the best elementary book available is Muirhead or Calderwood. A study of these would lead many to extend their reading to such as Sidgwick's *Methods*, Seth's *Principles*, Green's *Prolegomena*, Kant's *Theory*, etc.

CITY OF ST. THOMAS.

John McLean, Esq., Inspector.

1. Truancy is not so prevalent here as it was, but there is still a good deal of it.

2. There is not much real quarreling on the school premises. I think I may say it is decreasing within the last twenty years.

3. I do not think there is much improvement in courtesy among the pupils, but there may be a coarseness or bluntness in their manners without any intention of being uncivil.

4. Brutality or inhumanity cannot be much charged against the pupils in St. Thomas.

5. Very boisterous sometimes on the streets, but I find as the children who attend school grow in intelligence their noisy habits on the streets disappear to a large extent. I find that the worst children in this respect are those who do not attend school very regularly.

6. Much must be done yet before the pupils can be regarded as really truthful or straightforward either in the school or playground.

7. In the higher rooms I find that in the absence of the teacher the pupils are not now so bad as formerly, but a great deal depends on the teacher himself.

8. I think the pupils are more affected by an appeal to their better nature than by resorting to the use of the rod, and they show that very markedly in the school.

9. As to considering the comfort of the teacher, I do not think that is a prime motive with the pupil, but I find that the manners of the teacher go a long way towards commanding that respect for his comfort which is so desirable.

10. The personal habits of the pupils are decidedly improved within the last twenty years.

11. The most common offences in our schools are copying from one another and trying to obtain credit to themselves for the work of others, and idle pupils worrying and annoying the others who but for this would make much better progress in their work.

1. *Considerations with respect to teachers.* I do not think that there is much change in this respect—ever since our school system was adopted the desire has been on the part of trustees and parents to employ good moral teachers, though I am somewhat of the impression that teachers who are right intellectually are more sought after to-day than those who stand highest in morality, that is that more enquiry is made as to the scholarship and ability to impart instruction than to the moral standing.

2. I have never had occasion to suspend a teacher for immorality during the time I have been inspector.

3. I think all, but certainly ninety per cent. are abstainers.

4. Corporal punishment is on the decrease and with great advantage to the schools.

5. School discipline grows less difficult in proportion as the rod is suspended and appeals made to the moral nature of the pupil.

6. The forms of punishment that prevail are appeals to the higher nature of the pupil, when these are not satisfactory, suspension from school for a half a day, in which case the pupil has to bring a note showing that the cause of suspension has been made known to the parent, and sometimes corporal punishment is inflicted.

7. In dealing with offences the better course for the pupil is recommended, every lesson is enforced as far as possible by moral precepts, and the example of the teacher, parents and good people is set before them.

8. The moral instruction in this way is both direct and indirect.

9. All my teachers belong to some Christian church, I think, except one or two, and they are regular attendants at church.

10. Probably four-fifths of the teachers are engaged in Sabbath School work.

11. All the teachers follow the regulations regarding religious instruction, and, from all I have been able to see, reverently.

12. I do not consider these regulations of much use morally or religiously for this reason, that the exercises are not impressed on the mind by the help of suitable comments from the teacher. If comments are necessary to teach secular subjects, equally so are they necessary to teach sacred subjects.

13. As to direct religious instruction by the teacher this is a delicate subject to give an opinion on, but after looking over all the lessons in the selections of Scripture adopted by the Department I cannot see how any parent having the spiritual welfare of his child at heart could object to such comments on them as would naturally arise in the mind of a judicious teacher, but you know sectarianism smells heresy afar off—and some might object.

14. No demand is made here for any extension of the time now used for religious exercises.

15. Is the moral character of the teacher helpful to the pupils? I think in most cases here decidedly so. I think they are all satisfied that a moral life is worth far more than a moral precept.

Teachers and trustees are willing to allow clergymen to visit the schools and talk to the pupils, but none of them ever embraces the opportunity.

TOWN OF FOREST.

C. W. Chadwick, Esq., Inspector.

Truancy is, as far as I can ascertain, on the decrease in my inspectorate. The teachers aim at making school-work pleasant for the pupils. The school room is a place where pupils delight to be. The work gone over is connected so that pupils soon learn that each lesson is necessary to complete the chain. The monthly reports to parents also aid in promoting regularity in attendance.

Quarreling among the pupils is becoming rare, and courtesy and politeness are becoming more general.

In regard to truthfulness I cannot say there has been any marked advance. Human nature and child nature are very much the same now as they were twenty years ago. Much depends upon the teacher in relation to this subject. Where the teacher impresses the degradation and the baseness of falsehood upon the pupils, the effect is quite noticeable. At each inspection I test the class by having them mark their own work and then take the results and afterwards compare the work with the results given in by the pupils. In some classes I find perfect candor and exactness; in others the very reverse.

The pupils in Public Schools are much more easily governed than formerly. They are generally more advanced at a younger age, and leave the Public School much earlier in life than they did twenty years ago. They consequently are more pliable, and more easily controlled. Corporal punishment is not nearly so much resorted to as it was formerly. Teachers at the Model and Normal schools are taught to govern without it. Pupils are becoming more tidy and cleanly in their personal habits and are generally more refined in their manners.

The moral tone of the teachers in my inspectorate has always been good. None drinks alcoholic liquors or uses tobacco, and none has been suspended for immorality.

The discipline exercised in the schools is wholesome, strict without severity, gentle yet firm. Reproof is generally sufficient, but occasionally a severer form has to be resorted to. Moral instruction is generally indirect. All the teachers belong to some Christian church and about half of them take an active part in Sunday School work.

Religious exercises are devoutly and reverently conducted and many fine hymns and songs are learned and sung at the opening and closing of school. I think it better to confine religious exercises to the limit given in the present regulations. Strife might be engendered that would never be allayed. Ministers do not conduct any religious exercises in the schools after hours. The trustees not having been consulted in this matter, it is hard to anticipate their answer.

TOWN OF OSHAWA.

Rev. S. H. Eastman, Inspector.

Truancy is not on the increase, but the reverse in this inspectorate; there is less quarreling than formerly; and there is some improvement in regard to courtesy. As to treatment of dumb animals, few cases of cruelty have been reported, and teachers inculcate kindness; but information on the subject is meagre. If any difference in deportment on the public highway is noticeable, there is improvement. As to truthfulness, the teachers are careful to cultivate it, but more depends on home training than on teachers. Pupils are more easily controlled without corporal punishment, the latter being resorted to but seldom. They are also more considerate of the comfort of teachers, and more tidy and cleanly. The commonest offences are tardiness and unprepared lessons. There is very little quarreling or fighting, and very little foul or profane language used on the school premises, so far as is known, and one of the teachers is usually on the play-ground during recess. On the whole there has been progress.

2. With respect to teachers: The morality of the teachers has improved. No teachers suspended during the year for immorality. All are, I believe, abstainers from alcoholic drinks. Corporal punishment is decreasing. School discipline is easier. Detention and impositions are the most common forms of punishment, the strap being used only for serious offences.

For the moral instruction of pupils, advantage is taken of reading lessons which afford a good text for inculcating a moral lesson, and of conduct which calls for comment. I think too, that the teachers generally, feel that their example is an influence to be carefully exerted. I think that they all belong to some Christian church, and most of them are teachers in the Sunday school. The regulations regarding religious instruction are observed and the exercises are reverently conducted, and are, I believe, morally helpful.

I believe that in a community like this, exposition of Scripture lessons by the teachers would cause religious strife and do harm.

There is no demand for extension of the time now allowed for religious exercises. Teachers and trustees would be willing, I think, to allow clergymen to visit the schools and talk to the pupils, but the clergy do not avail themselves of their privilege in this respect.

I consider that the moral character of our teachers is decidedly helpful to the pupils. We are exceedingly fortunate in having a principal and staff who believe that "life is real, life is earnest, and the grave is not its goal," and who are doing earnest, faithful work.

TOWN OF WATERLOO.

Thomas Hilliard, Esq., Inspector.

1. *Re Truancy.*—This has greatly decreased. A truant officer was appointed by the Board a few years ago, and both children and parents were reminded of their duty, with the result that we seldom hear of a case of truancy of late years.

2. *Quarreling.*—I believe there is much less boisterousness, roughness and quarreling than there was twenty years ago.

3. *Courtesy and Kindness.*—I think there is a distinct improvement observable in the matters referred to in question 3. There is certainly more courtesy, humanity and kindness. I am not so sure as to a distinct improvement in truthfulness, though I would not say there is any retrogression here. Falsehood and petty theft have been hard to eradicate in the case of a fraction of our pupils whose hereditary tendencies and home training have alike been defective on these points. Corporal punishment has diminished, cleanliness and refinement of manner have improved.

4. *School Offences.*—No school offences are sufficiently glaring or troublesome to constitute a ground of serious complaint. Discipline and order are well maintained, and the moral tone of the school is in a healthy condition. Improper or unclean language on the play-ground is sometimes discovered and has to be made a subject of discipline.

Respecting Teachers.

1. *Moral Tone.*—I cannot say that the moral tone of the teachers here is materially different from what it was when I became Inspector. I think that from the first it has been satisfactory, without exception.

2. I have never suspended any teacher at any time.

3. *Abstainers.*—I believe all here are abstainers.

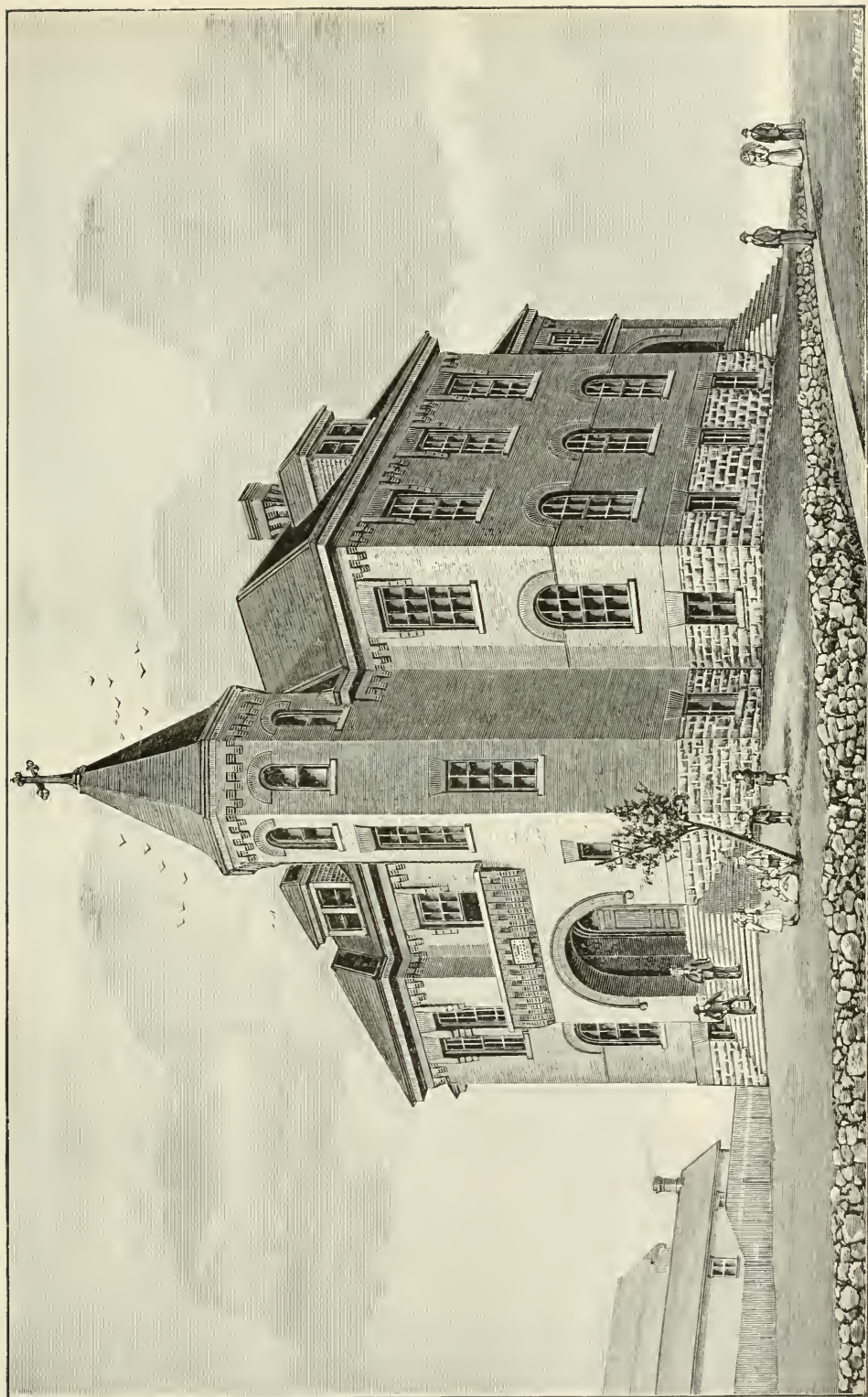
4. *Corporal Punishment.*—No record is kept, but I have no doubt that corporal punishment is less now than formerly.

5. *School Discipline.*—This is easier than it used to be, partly because the general average of culture and intelligence has improved and partly because the average of teaching skill has also improved.

6. *Punishments.*—Deprivation of recess, loss of credit marks, name of offender put on board, and other light punishments are found sufficient, except in comparatively rare cases.

7. Besides the moral effects of good order and discipline, all the teachers take pains to make clear to the pupils the moral side of the subjects treated in their Readers, and on Friday afternoons the "story with a moral" is a favorite recreation.

8. *Moral Instruction.*—It is both direct and indirect. The ethical points that come up incidentally in literature teaching are brought out by the teachers, and I think constitute the most effective ethical work that can be done in the public school room under present conditions.



ROMAN CATHOLIC SEPARATE SCHOOL, MATTAWA.

9. *Church Membership*.—All belong to Christian churches, and I believe all are communicants.

10. *Sunday Schools*.—Out of the ten teachers here, seven are actively engaged in S. S. work.

11. Regulations *re* religious instruction are faithfully observed. I am frequently present during these exercises, and they are always conducted in a reverent and becoming spirit. I certainly consider them helpful from a moral and religious standpoint.

12. *Exposition of Scripture Lessons*.—Having in view the circumstances of this town and its Public School, I would not apprehend danger of strife if teachers were permitted to expound the Scripture lesson in a non controversial spirit. We have no Roman Catholic children, as they have a Separate School. I dare say in many places the liberty of exposition by teachers would be fraught with danger of strife.

13. Trustees and ratepayers are making no demand that I know of for an extension of time for religious instruction. A peculiar state of affairs exists here, however. A large majority of the people of the town are Lutherans in religion. For some time before Easter in each year the pastor organizes a catechumen class of such as are preparing for first communion. These meet two or three times a week in the afternoon, and those still in the Public School are taken away during those afternoons, with the tacit consent of the Board of Trustees. As the majority of the people want this, and the interruption only lasts a few weeks, no exception has been taken to it.

14. The moral character of our teachers is exemplary in every case.

15. I think our teachers would be pleased to receive visits from the clergy much oftener than they get them, and they would be pleased to have them address the pupils briefly on such occasions.

II.—ROMAN CATHOLIC SEPARATE SCHOOL INSPECTION.

(1) *Report of J. F. White, Esq, Inspector, Western Division.*

Schools and Teachers.—A summing up for the Western Division for the year 1896, shows that there are 140 schools, employing 341 teachers and attended by nearly 18,000 children. The following table gives some classification of the schools and teachers.

Situation of Schools.	Number.	Number of Schools.	Number of Teachers.	Male Teachers.	Female Teachers.	Religious Teachers.	Secular Teachers.	Pupils.
Rural Sections...	63	64	82	14	68	28	54	} 5,022
Villages	9	9	13	1	12	5	8	
Towns.. .. .	23	25	65	1	64	50	15	3,478
Cities..... ..	9	42	181	28	153	174	7	9,250
Total.....	104	140	341	44	297	257	84	17,750

Comparing these with the figures of the last published report made by my late colleague, Inspector Donovan, in 1893, there is found to be in the three years a gain of seven schools, twenty-four teachers and 3,770 registered pupils. It is probable that the actual increase in the number of teachers is more than twenty-four, as I have counted the number of departments rather than the full number of teachers employed.

Of the religious teachers twenty-six are Christian Brothers who have charge of most of the boys' classes in Toronto and St. Catharines,—the only places in Ontario where they are now teaching. Of the several orders of female religious in this Division, the most wide spread is the Community of St. Joseph which counts 146, or about 63 per cent. Next comes the Community of Loretto with 36 ; the school sisters of Notre Dame, who have charge of the German-English schools, with thirty teachers. Then follow the Sisters of the Holy Names, seven, and the Faithful Companions of Jesus, six, both communities teaching in French districts ; the Ursulines have four, and the Sacred Heart three teachers.

One feature worthy of notice is the comparatively few male teachers now employed, about one in eight. Five of the cities—Hamilton, London, Guelph, St. Thomas and Stratford, employing 72, have no male teacher, while Brantford and Chatham have one each. Were it not for the employment given in some of the larger rural sections it looks as if the male secular teacher would in a few years find his occupation gone.

New Sections.—Since 1893 but five new sections have been organized in this Division, viz., No. 1 Keewatin, 1 Mailstone, 1 Sandwich East, 2 Sandwich East, and 2 and 5 Anderdon. The last named, organized near the close of the year, will begin its work proper only in 1897. On account of the small attendance, due chiefly to the removal of families, the trustees of No. 7 Stamford, Fallsview P.O., were compelled to close school in June. There has been, therefore, in the three years a net gain of four sections.

Accommodations.—Owing very probably to the severe financial depression, the improvement in the accommodations has not been very marked. But the Centralia section provided some time ago a brick building that might well serve as a model for rural schools so complete and tasteful is it in all particulars,—separate entrances, a furnace, single desks, new globe and maps, attractive pictures, windows of cathedral glass, having neat draw curtains, etc., etc. What a contrast it makes to the old log building, with its scant and rude furniture, dark and dismal interior, offering but few attractions to the young seekers after knowledge. Did parents but fully realize how important in the education of their children is the influence of neat and cheerful surroundings, they would doubtless contribute more cheerfully towards the necessary outlay. In the other new sections, in Maidstone and Sandwich East, the buildings erected are much of the same character, being of neat design, and in all respects well fitted for their purpose. Hamilton has remodelled an old but substantial residence into a bright, comfortable school for girls. Two schools have been built this year in Toronto,—St. Peter's with four rooms and Sacred Heart with two rooms—both giving good and much needed accommodation.

The buildings in this inspectorate are generally up to a proper standard ; out of 140 there are not more than ten or twelve that are unfit. Certainly some others could be considerably improved by changes or renovations, yet about eighty per cent. of the buildings may be reported as very satisfactory. As a rule the equipment is quite complete,—desks in sufficient number and of modern pattern, ample blackboards, (of slate in some recent schools) a proper supply of maps, globes and other necessary apparatus are commonly found in the schools.

Attendance.—The nine cities of this Division had in 1895 a registered attendance of 9,250, or about fifty-three per cent. of the whole number. For regularity of attendance St. Thomas ranks first with an average of eighty per cent.; then follow Guelph seventy-six, and London 75 per cent. At the end are Toronto, whose average is sixty-two per cent, and Chatham which is credited with but fifty six. The general average for all the cities of this inspectorate is over 66 per cent. while for the cities of the whole Province it is 64.

Of the twenty-three towns Berlin has the largest attendance—333 ; the other towns with an attendance of over 200 are : Amherstburg 285, Orillia 243, Dundas 225, Barrie 224, and Rat Portage 205. Niagara Falls shows the highest percentage of average attendance, viz, seventy-three ; next came Barrie and Berlin seventy-two, Newmarket seventy one, Galt, St. Mary's and Walkerton each 70. The lowest places in this regard are taken by Sarnia forty-nine, and Wallaceburg forty-eight per cent. The

highest place in all the province is taken by Brockville, which shows eighty four per cent. in regular attendance, the general average being sixty-six. The western towns fall about two per cent. below the general average.

In village and rural schools the enrolment in the west is about one-third that for such sections in the whole Province, but the attendance is more regular than in such schools in the Eastern Division, the averages being 56.3 per cent. west and 52.5 per cent. east. The annexed table gives some information about the counties having the greatest number of such rural schools.

County.	No. of Schools.	No. of Teachers.	Registered attendance.	Average attendance.	Per centage of average attendance.	Enrolment per teacher.	Average attendance per teacher.	Government grants per registered pupil.
Bruce	6	13	866	527	61	67	41	46 cents.
Essex	7	8	458	274	66	57	34	72 "
Grey	8	8	291	133	46	36	17	45 "
Huron	6	7	388	215	56	45	31	45 "
Kent	5	6	370	180	49	62	30	41 "
Waterloo	9	12	732	439	60	61	37	50 "
Wellington .	8	8	535	260	49	67	33	53 "

The regularity of attendance in Essex is in a large measure due to the fact that a considerable proportion of the children go to village schools. In Grey the country is rather rough and the population somewhat sparse in the neighborhood of some of the schools, thus rendering regular attendance rather difficult. But it is not so easy to account for the irregularity shown in Kent and Wellington where the conditions for regular attendance are favorable.

Examination Results.—The results of the Entrance Examination held in June of this year were on the whole very favorable, though a few places fell lower than had been anticipated. The accompanying tables give some idea of the result :

—	No. of schools.	No. who tried.	No. who passed.	Percentage successful.
Rural sections	36	95	50	53
Villages	5	22	19	87
Towns	21	103	58	55
Cities	8	160	110	69
Total	70	382	237	62

Place.	No. who tried.	No. who passed.	Percentage successful.	Teachers.
Brantford	10	9	90	Sisters of St. Joseph and Mr. J. T. Yorrell.
Chatham	9	8	89	Urbine Order and Mr. J. P. Finn.
Guelph	26	21	81	Order of Loretto.
Hamilton	47	22	47	Sisters of St. Joseph and Christian Brothers.
London	29	28	97	Sisters of St. Joseph and Sacred Heart Order.
St. Catharines.....	16	15	94	Sisters of St. Joseph and Christian Brothers.
Dundas	6	5	83	Sisters of St. Joseph.
Ingersoll	5	4	80	Sisters of St. Joseph.
Orillia	14	12	86	Miss L. Overend, Principal.
Paris	6	5	83	Sisters of St. Joseph.
Arthur	13	11	85	Sisters of St. Joseph.
6 Burlington	6	4	67	Miss C. Cruick.
6 Raleigh	5	4	80	Miss Mildred Clifford.
1 Sandwiche, East ..	5	5	100	Sisters of St. Joseph.
8 Windham	7	5	71	Miss Ella C. Dalton.

Of those who wrote for Public School Leaving, chiefly from the rural sections, fifty per cent. passed and twenty-one per cent. obtained entrance standing, leaving the failures twenty-nine per cent.

Teachers' Institutes.—As a rule the secular teachers attend the meetings in the several counties and profit from them to a considerable extent. To show how earnestly they are endeavoring to perfect themselves for their arduous and responsible duties, the religious teachers, excepting the smallest communities, have held during vacations special institutes for their own members, lasting in some cases about two weeks. Such meetings have been held for the Loretto Order in Toronto, for the Sisters of St. Joseph in Toronto, Hamilton and London, for the School Sisters of Notre Dame and the Sisters of the Holy Names. These institutes were conducted by William Scott, B.A., Vice-Principal of Toronto Normal School; William Houston, M.A., Director of Teachers' Institutes; J. J. Tilley, Esquire, Inspector of Model Schools; Inspector Dearness, of Middlesex; J. Suddaby, Esquire, Principal, Berlin High School; D. Chenay, M.A., Principal of Plantagenet Model School, and the writer. The Honorable the Minister of Education also attended some of the meetings and gave thoughtful and stirring addresses replete with excellent advice. Several clergymen spoke earnestly and eloquently to the assembled teachers on the dignity and responsibilities of their vocation. Able assistance was given also by my new colleague Inspector Prendergast, who kindly consented to take part in the work. To any one who has witnessed the earnest enthusiasm of these meetings there can be no doubt but that the Institutes will be of decided benefit to the religious teachers.

(2). *Report of W. Prendergast, Esq., B. A., Inspector, Eastern Division.*

In the Eastern Division of the Province there are 193 R. O. Separate schools, employing 383 teachers. These are located as follows :

	No. of Schools.	No. of teachers.		
		Lay.	Religious.	Total.
Cities (3)	28	33	78	111
Towns (17)	24	46	42	88
Villages (12)	13	10	30	40
Rural Sections.....	128	131	13	144
Totals.....	193	220	163	383

High School Entrance Examination.—The result of the last Entrance examination was very gratifying as far as the Separate schools of this division are concerned, in most places they did quite as well as their Public school neighbors and in some places did better. The following table gives a detailed account of the result in the urban schools :

School.	No who wrote.	No. passed.
Almonte	8	7
Brockville.....	20	17
Cobourg	5	4
Cornwall, Centre ward school	17	10
“ West “ “	16	4
Lindsay, Boys' school	14	11
“ Girls' “	11	9
Mattawa	6	3
North Bay	7	6
Oshawa.....	4	4
Pembroke.....	20	15
Peterboro, Boys' school	6	3
“ Girls' “	7	2
Picton	3	2
Renfrew		9
Sudbury	1	1
Trenton	5	4
Whitby.....	3	2
Prescott.....	19	12
Belleville	10	6
Kingston, St. Mary's school.....	22	17
“ St. Vincent's school	16	13
Ottawa, St. Bridget's school	5	2
“ St. Patrick's “ (Boys').....	7	7
“ St. Joseph's “	9	8
“ Youville “	8	7
“ St. Patrick's “ (Girls').....	8	3
Alexandria, Boys' school.....	7	6
“ Girls' “	4	4
Arnprior	17	10
Eganville	6	4
Hastings	3	2
Vankleekhill	8	3

In addition to the above, 45 pupils of rural schools wrote at this examination and 22 were successful.

The result of the Public School Leaving examination is as follows :

School.	No. who wrote.	No. who passed.
Mattawa	10	6
Sudbury	1	1
Ottawa, Lyceum	4	3
“ Youville school	11	10
Eganville	6	5
Hastings	1	1
No. 4, North Crosby.....	7	3
No. 18, Tyendinaga	1	1

In addition to the foregoing I may mention that Mattawa Separate school had a successful candidate at each of the following examinations, viz: District Teachers', Form I., Form II., and Primary. A pupil from No. 16, Cornwall, was also successful at the Primary examination.

Buildings.—A fine new school house, perhaps the best in the inspectorate, was opened in Mattawa last March; Hintonburg trustees also erected a new building during the year, while an addition was put to one of the ward schools in Cornwall, and the old building of No. 2, Springer, was replaced by a comfortable new frame. In many sections the existing buildings have been improved during the year, and, I am glad to say, that trustees have been willing and generous in making these improvements. Except in the cities, trustees rarely have an opportunity of building more than one school house, so that, generally speaking, they bring little experience into this very important work, and it is very desirable that they should consult some competent architect and have plans and specifications fully completed before letting a contract.

Closets.—Separate buildings for the sexes is the rule and there are few exceptions to it. In only a few places were dirty closets found and in every one of these few the boys were the offenders. At most rural schools visited during winter months closets were partly snowed in; my earliest recollection leads me to believe that this is the normal condition of country school closets during the winter season. This deplorable state of affairs is a standing menace to the health of the pupils.

French Schools.—In Prescott and Russell Counties there are 63 schools, the pupils of which are entirely French-Canadian, 11 such schools exist in Ottawa; in the townships near the capital and in those of Nipissing District there are 25. These 99 schools employ 165 teachers, 66 of these teachers are members of religious orders, 5 of the lay teachers hold 2nd Class Certificates, one a Provincial 3rd, about two-thirds of the others hold District Certificates obtained at Plantagenet Model School, and the remainder hold Temporary Certificates. The number of the latter is decreasing each half year and will, I hope, disappear at an early date. I may add that English is taught in all these schools.

I have not included the schools of North Bay and Mattawa in the above, because a large number of the pupils in both schools are the children of English speaking parents. French is taught in these two schools in addition to the usual subjects.

Qualifications of Teachers in the larger Schools.—In point of qualification the staff of St. Patrick's Boys' School, Ottawa, and that of Murray Street School, Peterboro, rank the highest; every teacher of the former holds a 2nd Class Professional Certificate, the principal and two of the assistants have also 1st Class Non-Professional standing; the principal of the latter holds a 1st Class Certificate and each of the assistants a 2nd Class. The whole staff of St. Bridget's School, Ottawa, the lay teachers of St. Joseph's School, Ottawa, and the lay teachers of Brockville School, hold 2nd Class Certificates.

In the other urban schools some of the teachers hold 2nd Class Certificates and some 3rd Class. Three of the religious teachers of the inspectorate hold 2nd Class Certificates, two hold 3rd Class and one a District Certificate for the Counties of Prescott and Russell. Several have held 3rd Class Certificates which are now expired.

My thanks are due the officers of the Education Department for much valuable and courteously given information regarding the schools. I am indebted also to the clergy, trustees, teachers, and heads of the religious communities whose members are in charge of schools, for their hearty co-operation in connection with the work of inspection. From my coadjutor I have received a great deal of assistance of a kind obtainable only from one so well acquainted with the work.

APPENDIX E—REPORT ON KINDERGARTENS.

To the Honorable G. W. Ross, LL.D., M.P.P., Minister of Education :

SIR,—I have the honor of submitting to you this report, which includes a summary of the inspection of the kindergartens in London, Tilsonburg, Aylmer, Ingersoll, Chatham and Stratford.

In London we find a steady growth in the work. They have established twelve kindergartens, which is an increase of four since my last inspection, and with but one exception, the accommodation provided is particularly good. Several of the kindergartens have extra cloak rooms and class rooms. The walls and ceilings are artistically tinted, and the kindergartners have shown care and taste in the decorations, with the result that the kindergartens are sunny, pretty, home-like rooms, with plants under the care of the children, and animals which they feed and protect.

This is a strong point in a kindergarten. We must remember that the kindergarten is a link between the home and the school. We should, therefore, be careful that the link is as strong on the side of home as on the side of the school. Added to this, the influence of a beautiful room cannot be overestimated in the lives of the children of the poor. To many, the morning spent in the bright, clean, happy kindergarten is the one bright spot in the day.

In this connection, another point to be reported is the fact that the kindergartners keep in touch with the homes by visiting them and by encouraging the mothers to visit the kindergartens.

This requires time and tact on the part of the teacher, but she is repaid in the increased interest and strength in the kindergarten and by her fuller knowledge of the children. The kindergartners show originality and thoroughness in their work. There is no tendency towards that mechanical routine, which is the death-blow to all advancement. The originality of the children is developed and their power of expression cultivated. Froebel did not intend that the material should be used to teach mechanical lessons in form or number. He emphasizes the fact that form and number are to be learned incidentally, the aim of the material being to develop physical, mental and moral power.

In Ingersoll and Tilsonburg I was pleased to see that the directors carried out that part of Froebel's plan of work which he emphasized so strongly and which is neglected by so many kindergartners, namely, the excursions, by which the children are enabled to enter into the life of nature in woods and fields, or into the life of industrial trade, by allowing them to see the processes of production by which their simplest wants are supplied. The kindergartner who does not do this is not carrying out Froebel's ideal.

In Aylmer and Chatham I noted especially that the music was very good. Expression was developed not by mechanical drill, but by an appreciation of the thought of the song. The singing was sweet in tone. This is a point to be watched by kindergartners, as there is a tendency sometimes to sacrifice expression and sweetness to volume, with the result of spoiling not only the music but also the children's voices.

In Stratford, kindergarten work is growing. They have now three kindergartens, two new ones having been opened in September. The new buildings are cottages built in the school grounds. They have several advantages on account of being separate from the main building. They are very bright rooms, having windows on three sides; and the children do not disturb, nor are they disturbed by, the children belonging to other parts of the school. The rooms are artistically decorated and nicely furnished. They have extra cloak rooms, also closets for supplies.

In the Central Kindergarten, one thing that I wish to report upon especially was the excellent character of the work in the children's scrap books. It showed industry and originality, and especially neatness and cleanliness. When it is understood that the director has only one student and an average of forty children, it will be seen that the children have received careful training.

Industry, neatness and cleanliness are three important habits to form early in childhood.

I have noted only the principal points in the different schools in this report.

As a whole, the order was very good, as was the teaching power.

Kindergartners have two errors to guard against in their exercises. On the one hand the tendency to do primary work in form and number, also to give scientific object lessons in nature; and on the other hand they must avoid those indefinite, capricious plays which some kindergartners mistake for exercises in creative expression.

All work, to be successful, must be logically and definitely carried out from week to week, not with rigid adherence to a programme book, but with clear insight into the necessities and experiences of the children.

This closes the report of the kindergartens thus far inspected. The remaining kindergartens will be visited early in the new year.

MARY E. MACINTYRE,
Inspector of Kindergartens.

TORONTO, 23th December, 1896.

APPENDIX F—COUNTY MODEL SCHOOLS.

I. COUNTY MODEL SCHOOLS

J. J. Tilley Esq., Inspector.

The Model School system of Ontario has now been twenty years in existence, and it is not claiming too much for it to affirm that it has rendered very efficient service to the province in the training of third-class teachers.

It was at first only an experiment, but it has so developed, and grown in public favor, that it has become an essential and important feature of our school system.

When Model Schools were established the course of training extended over but eight weeks, and in all the schools except two the principals were engaged from nine o'clock until four in teaching their own divisions. Lectures were given before and after the regular school hours, and the students, during the day, were placed immediately under the care and direction of the assistants for observation and practical teaching. No assistant was provided to relieve the principal, there was no separate room for Model School purposes, and the revenue of a Model School was only \$200 per year.

The course of training has been extended from time to time, until it now extends over fifteen weeks, and the principal is relieved from all class-teaching during this time. Model Schools now receive on an average, from fees and grants, \$475 a year, and a separate room is provided for every school. These rooms, with a single exception, are either in the school building or on the school premises.

The importance of these schools is shown by the fact that during the past ten years 14,163 students have been trained in them, of whom 13,158 have been licensed to teach, and that more than half of the teachers now engaged in the Public and Separate schools of the province have received no other professional training than that afforded by County Model Schools.

As the average number of third class certificates granted year by year is over 1,300, and as the number of students at the Normal Schools is about 400 per year, it follows that at least two-thirds of those who are trained in Model Schools, do not attend any other training school.

These facts accentuate the importance, and the necessity of making the training in these schools as efficient as possible.

A very great step in advance was made when, by the engaging of a substitute during the term, the principal was enabled to devote all his time to the training of the students, and a separate room provided for this purpose.

After these provisions had been made however the former custom of sending the students into the different divisions for observation during a considerable portion of the time, was still continued in many schools, and as continuous observation soon becomes monotonous and wearisome, it was evident that a good deal of the time occupied in this way was not used to the best advantage.

It was also evident from the annual reports of the schools, that there was considerable difference of opinion among the principals as to the number of lessons each student should teach in the divisions, and as to the time at which this teaching should begin.

To bring these and some other matters before the principals and to obtain their opinions thereon a circular was sent by me three years ago to the principal of each Model School. In this circular suggestions were made which involved some material changes in the arrangement of Model School work, and the principals were asked to conduct their schools for one term, as far as possible, in accordance with these, and to send me at the close of the term, their opinions thereon, with any suggestions which would tend to render these schools still more efficient.

Replies were received from nearly all the schools, and with but two exceptions, the recommendations that had been made were strongly approved of, as shown by quotations given hereafter in this report, and many valuable suggestions were given.

These were carefully considered and the principal points in the first circular, with such modifications and additions as seemed to be in accordance with the opinions of the majority of the principals, were sent out as recommendations two years ago in the following circular.

It will be seen from this circular that it was recommended :—

(1) To devote the first six weeks of the term wholly to work in the Model School room, in order that the students might have some considerable insight into teaching before being allowed to take charge of classes in the divisions.

(2) To materially lessen the time previously given to observation.

(3) To secure greater uniformity in the number of lessons to be taught by the students.

(4) To give more attention to the preparation of lesson plans by the students, and to the taking of notes for criticism.

(5) To give the students as much insight as possible into the organization and management of an ungraded school.

(6) To cause the least possible interference with the regular work of the school.

Circular.

To the Principals of County Model Schools, Ontario :

GENTLEMEN.—At the beginning of the M. S. term in 1893 a circular containing certain recommendations was sent to you, and at the close of the term you were asked to give your opinions thereon, with any suggestions which would assist in making County Model Schools still more efficient.

The replies showed that the recommendations had been generally adopted, and that, with but two exceptions, the results had been considered very satisfactory. They also contained many valuable suggestions relating to matters not referred to in the circular.

After careful consideration of all the points contained in your replies and in the former circular, the following recommendations are made in the belief that they will assist you materially in securing the best possible results in the limited time at your disposal for training your students :—

1. That during the first six weeks of the term the students shall not be sent to the divisions either to observe or to teach, but that all the work shall be done in the M. S. room.

2. That during this period the exercises shall consist of (a) lectures by the principal, (b) class-teaching by the principal, (c) class teaching by the students, (d) general criticism, (e) recitations.

The lectures should be confined mainly to the Science of Education, to Methods, and to School Organization and Management. School Law, Physiology and Temperance can be learned, chiefly during the remainder of the term. Music and Calisthenics—rather than drill—may receive a limited amount of time throughout the term.

3. That each student shall teach four lessons during the term in the M. S. room.

Assuming that little teaching will be done by the students during the first week of the term there will remain 55 days in the 12 weeks hereinafter recommended for teaching, and if two lessons be taught each day by students in the M. S. room, there will be 110 lessons, or about four lessons for each of the 28 students, which is the average number of students in attendance.

4. That the two lessons to be taught each day in the M. S. room by the students shall be assigned on the previous school-day to the whole class, that any student, when called upon shall be expected to teach either of the lessons assigned for the day, and that the other students shall be required to take notes on the lessons for subsequent criticism.

When the students have prepared the lessons they are enabled to appreciate the teaching and to criticise it intelligently.

During the first three or four weeks the lessons assigned to the students should be those which have been recently taught by the principal. If a lesson taught by a student in the M. S. room is not satisfactory, it should be repeated again and again, if necessary, by different members of the class.

5. That a portion of each day during the next six weeks shall be devoted to observation or to teaching in the divisions, and that the remainder of the day be given to work in the M. S. room as provided in section 2.

Assuming the number of students to be 28, and the number of divisions used for M. S. purposes to be 7 or 8, it will be well to divide the students into groups of four for observation and teaching in the divisions.

The groups should be allotted to the divisions in rotation—one group to each division at the same time each day—and the students should remain, if possible, one week in a division before passing to another.

6. That during the first day spent in a division there shall be no teaching by the students, but that three hours—divided equally between the forenoon and afternoon—be given by them to observation.

The students knowing that they must very soon teach the same class, and be criticised by the teacher, will be much more interested in observing the work done in the division, than if their teaching in that room were to be postponed, perhaps for weeks.

7. That each student shall teach about 18 lessons in the divisions during the second six weeks.

Assuming that the time to be spent in the divisions during the first day of each of the second six weeks, be given to observation, there will remain 24 days in which to teach the 18 lessons which are to be taught by each student. If three lessons of 20 minutes each on an average, be taught daily, there will be 18 lessons for each student, and the regular work of the division will be disturbed only one hour a day during 24 days of the M. S. term. When the number of divisions is less than seven or the number of students more than 28, it will be necessary to send more than four students to a division at the same time. And when, from the number of divisions used for M. S. purposes it will be impossible for a student to remain a week in each division, it will not be convenient to give the time recommended in Section 6 to observation.

It will probably be best in such cases, to limit the observation to the time prescribed in the forenoon of the first day in a division, and have the teaching by the students begin in the afternoon. The general plan, however, can be followed.

8. That students shall be required to prepare lesson plans of all lessons which they are to teach in either in the M. S. room or the divisions. And that no lesson shall be taught by any student until his lesson plan has been approved by the principal or by an assistant.

This necessarily involves some work by the teachers of the school, but no student should be allowed to take up the time of a class of pupils until the teacher is satisfied he has carefully and properly prepared his plan for teaching the lesson, and if during the progress of the lesson, it is evident that the time is being wasted, the teaching should at once be stopped.

9. That all lessons taught by the principal for observation by the students shall be outlined as to the method to be pursued before the lessons are taught, and the relations which these lessons bear to previous lessons and to underlying principles brought out in lectures, fully explained.

Young students find it difficult to grasp principles of education in the abstract, but when these are illustrated in practice in the M. S. room and thoroughly discussed in their application to teaching, they always become interesting and instructive.

The assistants should also be asked to outline their methods for observation lessons.

10. That more attention be given to training the students as to the proper method of taking notes on lessons taught before them for observation.

It too often happens that the notes taken are trivial, desultory and useless, more attention being given to the personal manners and peculiarities of the teachers than to the method of teaching pursued. If a student cannot take good notes of a lesson he has not been properly trained to observe and grasp the general plan and the points in the lesson.

11. That in all schools in which the M. S. room is large enough for the purpose, the thirteenth week be devoted entirely to placing before the students a model of the teaching and management of an ungraded school.

For this purpose four or five pupils from each class in the school from Part 1 to the 4th class, inclusive, should be formed into a school in the M. S. room and kept there during the week. As the schools in which the students will be engaged are already organized, not much time need be given to organization, but special attention should be paid to showing in practice how the first few days should be spent by the students in their schools. This work should be mainly to find out what the pupils know of the different subjects to be taught, to keep those at their seats employed, and by closely looking after the work of those who are not engaged in class, to guard against the introduction of weariness, idleness or disorder. This is of much more importance at first than regular teaching. Much attention should also be given at this time to making a time-table, including number of times in the week the different classes should recite, length of recitations, alternation of subjects, seat work for pupils, and especially to the length of lessons and kind of work assigned for home preparation. Many young teachers having had no experience with little children, make most painful mistakes in assigning lessons. The subject of reviews and of providing variety and entertainment for Friday afternoons in accordance with the Regulations, should also receive due attention. Although the principal must take the lead in this work, yet several of the students in turn should be required to take full charge of the school, and teach and manage it under the observation of their fellow-students and of the principal.

12. That the fourteenth week be devoted to a general review of the work of the term, including the discussion, and if deemed advisable, the repetition of any part of the work done during the preceding week.

The last week of the term will of course be taken up with the final examination.

While we all duly appreciate the importance of placing broad and sound educational principles before students, and of giving them methods based on those principles in order that they may go forth to their work well equipped in the theory and practice of teaching, we should ever bear in mind that as the steam is to the engine so is the soul of the teacher to his methods. The most approved methods in the hands of a heartless teacher will be of but little value, while earnest enthusiasm, a determined will and hard work will overcome nearly every defect and produce satisfactory results.

Students should go out to their schools inspired with a determination to succeed, to keep their hearts in constant touch with their pupils' difficulties, to draw rather than to drive, and to arouse an ambition in the breasts of their pupils to make the most and the best of themselves. It need not be said that if they are to carry this spirit with them into their schools, they must themselves be imbued with it by their own teachers.

In a few of the replies it was recommended that some text-book on methods should be authorized. This question was discussed by the Model School Section at the last Provincial Convention of Teachers, and was opposed by a large majority of those present.

In conclusion allow me to thank you for the cordial manner in which the suggestions contained in the circular were adopted by you, and for the many kind words of a personal nature contained in your replies, and also to express the hope that the recommendations now made will still further advance the interests of the important work in which you are engaged.

J. J. TILLEY,
Inspector, County Model Schools.

Toronto, Aug. 29, 1894.

The following are quotations taken from a few of the letters received from principals with reference to the suggestions contained in the circular :

FROM MR. STUART, OF STRATFORD.

During the last M. S. term I carried out the suggestions contained in your circular and am of the opinion that the changes made were an improvement. After six weeks spent in the M. S. room, the reports and criticisms made by the students showed much greater intelligence and originality than those of former sessions. The teaching by the students was also decidedly better. I do not think that much improvement can be made upon the plan suggested."

FROM MR. RAE, PORT PERRY.

(1) "I found that more and better work could be done by confining the training to the M. S. room during the time suggested in your circular and that the time mentioned for observation was quite sufficient to enable the students to become acquainted with the way in which the divisions were conducted. Observing the work in the divisions for any great length of time, becomes tiresome and the time can be more profitably employed.

(2) I think the number of lessons to be taught in the divisions, if prepared as suggested in your circular, is quite sufficient. Our inspector told me he considered the class which had been prepared in accordance with these suggestions, the best prepared class he had met in Port Perry since the M. S. was established here. If so, I can attribute it only to the changes made."

FROM MR. ARMSTRONG, ORANGEVILLE.

"I must say that your suggestions as to the management of county model schools, were not only a means of materially promoting the interests of the students, but also of lessening interference with the regular work of the schools."

FROM MR. SUDDABY, BERLIN.

"Except in the matter of dividing the time devoted to observation, equally between the forenoon and the afternoon, which I think an improvement, the suggestions were pretty much in line with the plans I had been following. So long as the term remains as short as it is, I do not think much improvement can be made upon the methods suggested by you for occupying the time."

FROM MR. PARK, LATE OF GODERICH.

"In consequence of the changes made in accordance with your suggestions, the students taught much better and hence there was less loss to the children in the schools. I think if the M. S. masters have followed out the suggestions contained in your circular of last year, they have turned out much better teachers by so doing, for I feel sure that when you issued it, you made the best suggestions that have yet been made to M. S. Masters. In closing, I wish to thank you for your many valuable suggestions, all of which I think I have followed with the best results."

FROM MR. ROW, KINGSTON.

"I desire to express my satisfaction with the changes suggested by you last year, in M. S. work."

FROM MR. INMAN, MILTON.

"We were guided in the M. S. work by your suggestions and found that time and efficiency were gained thereby."

FROM MR. ORTON, BRADFORD.

"Your suggestions were strictly carried out and it was found,

(1) That the students were thereby much better prepared to teach in the divisions than formerly.

(2) That the regular work of the school was very little disturbed, if any."

The schools are now conducted in accordance with the recommendations contained in the circular, with such slight modifications as local circumstances may sometimes demand. In schools where the number of divisions is small and the number of students very large, as for example in Madoc, it is difficult to have each student teach the number of lessons recommended, without interfering too much with the work of the teachers. The average number of lessons taught last year by the students in all the schools was however, twenty-one, or only one less than the number suggested.

ATTENDANCE.

The attendance at county Model Schools has continued to increase until it amounted last year to 1,834, an increase of forty per cent. in ten years. And of this large number, 1,644 students were licensed to teach. It is needless to say that many of these were unable to obtain schools, and that there was much underbidding in order to secure positions. The effect of this was to lessen the attendance, and during the present year there were but 1,637 students in training, or 197 less than in 1895. The competition for schools would in consequence be considerably reduced, were it not that so many of those who failed to secure schools last year, are now seeking engagements.

STUDENTS.

During the past few years there has been a marked improvement in the class of students attending county Model Schools. There is greater maturity of mind than formerly, and the students bring to their work a better mental outfit.

This is plainly seen at almost every inspection, and the principals, with scarcely an exception, affirm the same. It is also worthy of note, that the average age of the students who attended last year was nineteen years, or one year above what is required for admission.

The advancement made in the non-professional standing of the students has been very gratifying, and shows unmistakably that the literary qualification of teachers is advancing.

During the seven years, from 1890 to 1896 inclusive, the number of students who held second-class non-professional standing increased from 415 to 719, an increase of seventy-three per cent., and the increase of those with first class certificate standing was from 31 to 139, or a gain of almost 350 per cent. The number of students with primary or third class standing fell, during the same time, from 713 to 622, a decrease of thirteen per cent. The standing of the students who attended in 1896 showed a marked gain over the standing of those who attended in 1895, there being an increase of 120 with second-class standing, and a decrease of 301 among those who held third-class standing.

In further proof of this improvement, it may be stated that during the past ten years the increase in the number of third-class teachers employed in the Public and Separate Schools of Ontario was twenty-one per cent., while the increase in the number of second-class teachers for the same period was thirty-five per cent. As those who go through the School of Pedagogy and obtain first-class certificates usually secure positions in High Schools, the number of first-class teachers employed in Public Schools shows but little increase from year to year.

Although the non-professional standing of the students has improved much, yet complaints are often made by County Boards of Examiners and also by the principals of Model Schools that students who have passed the non-professional examinations show by their composition and by errors in spelling that they have not been well trained in the English language.

In explanation of this it may be said that a large number of the pupils who write annually at the non-professional examinations, enter our High Schools with a limited amount of preparatory training and then endeavor to pass these examinations in the shortest possible time.

If a thorough foundation is not laid in what may be classed as Public School subjects before candidates enter upon their training for teachers' certificates, it is but reasonable to expect that this deficiency in preparatory work will show itself in subsequent examinations.

The greater part of the teaching in High Schools must of necessity be devoted to secondary education, and those who are deficient in elementary work when they enter upon this course will rarely overcome the deficiency.

It should not excite surprise if even the cleverest candidates sometimes show immaturity of mind and fall into errors. Many of them are young, and the field over which they have passed has been wide, and it cannot be expected that all their work has been done with equal thoroughness.

It has been well said that one must teach a subject in order to know it thoroughly, and if the students have developed mental acumen and the power to think, the errors which appear so inexcusable at examinations will soon be detected and corrected by them through their own efforts to correct and teach others.

As all candidates for teachers' certificates will be required hereafter to pass the Public School Leaving examination, it will be necessary to give more attention to Public School work. And as the passing of this examination will ordinarily admit pupils to the second form in High Schools, many pupils will doubtless remain in the Public Schools until they pass it, and will thus be very much better prepared than formerly to enter upon a course of secondary education.

This advance in Public School work should do much towards making young teachers more thorough in the subjects which will mainly engage their attention in Public Schools, and in remedying the defects complained of by examiners, to which reference has been made above.

Too much cannot be said in praise of the earnestness and zeal with which the students in County Model Schools apply themselves to their work. The spirit and enthusiasm shown in almost every school prove most conclusively that the principals and assistants are putting forth their best efforts to make the training as efficient as possible, and that the students are fully alive to the importance of doing their share of the work, and of availing themselves of the advantages afforded them in their Model School course.

THE TRAINING.

During the past six years the training has been materially broadened. The students have been led to investigate the underlying principles of education before they consider the methods to be practised in imparting instruction.

Although no course in the science of education has been outlined in the Regulations, nor any text book prescribed, yet very excellent work is being done in most of the schools through lectures on this subject by the principals. As was said in a former report—we demand, above all else, of a physician, that he shall have a thorough knowledge of the structure and functions of the different organs of the human body, and in the same way we should demand of the teacher, accurate knowledge of the nature of those he undertakes to educate. And as the former determines his treatment in accordance with his knowledge of the physical, so the latter should determine his course, not only in teaching, but also in governing, in accordance with a clear and comprehensive knowledge of the mental. He who would properly instruct and train the mind, must first know the mind, must understand the different ways in which knowledge is acquired and mental power developed, before he can intelligently frame methods that shall be in harmony with the principles of mind growth and with the rules which flow from it. He should see knowledge in its three-fold division, as perceptive or presentative, as representative and as thought knowledge.

He should also thoroughly understand that perceptive or first-hand knowledge cannot come through words. As Dr. Hinsdale very clearly expresses it: "No human being's cultivation ever began with words of wisdom. The library is a sealed book, save to him who already possesses the keys of knowledge. The command to keep out of the fire is significant only to those persons who have already learned by experience what the fire is."

This knowledge must come primarily from without, from realities, from what is usually called the concrete. And in order that there may be knowledge of these entities, there must be contact between them and our organism through the senses. The appropriate sense must always furnish the starting point. It is the only avenue through which the mind can come in contact, so to speak, with the externality, and receive a suitable grounding in the primal realities of sense and of the spirit.

The teacher who has grasped this fundamental law will obey it in his teaching. He will aim to teach the child by the objective method, but will not limit this teaching to what is usually understood by the term *object*. On the contrary, he will include everything to be taught, of which the mind can take cognizance, only through the senses, and will be especially careful to teach operations primarily in this way.

A person blind from birth may learn all the vocabulary of color, but he can have no conception of its meaning, and in the same way a child may learn the words "one and one are two," but he can understand what is meant only when he takes two separate objects, puts them together and notes the result.

Thus the well trained teacher will extend his objective teaching in accordance with this natural law. He will not limit it in arithmetic, as is too often done, to the use of a few blocks at the beginning, to illustrate numbers and their combinations, and to bundles of splints and single splints, to explaining the operations of "carrying" in addition, and of "borrowing" in subtraction, but will, whenever necessary, lead his pupils to perform new operations and to work type problems with objects before any representation of the work is placed upon the slate or the blackboard.

In grammar, also, nearly everything will be taught at first in this way. Just as we put a piece of chalk in a child's hand in order that he may know what chalk is, so the different things to be taught in grammar will first be placed before the pupil, in order that he, under the skilful direction of the teacher, may be led to see for himself the form and the use of what is to be learned before any definition is given. In this way the sentence, the different kinds of sentences, the subject, the predicate, all the parts of speech, the inflections, etc., will be taught objectively.

When the student has thus fully grasped the fact that "in this primal sense the education of all men starts at the same place and proceeds by the same steps," he will be prepared to appreciate the necessity and the utility of objective teaching, of teaching things before names, and operations before symbols.

He will also, through a proper understanding of the functions of mind in memory imagination, judgment, reason, etc., be led to see how the known as found in the child's, own mind-centre develops in logical sequence into the related unknown, how class and image concepts grow out of the particular, and how judgments are formed and conclusions drawn therefrom.

When students are trained in this way to investigate the natural laws which govern the action of the mind, they are led to study subjectively their own mental phenomena and to observe children closely and intelligently. In deciding upon methods to be adopted they have a basis of intelligence to work from, instead of the mere imitation of the methods of another; and through this knowledge of the principles of education and of the value and uses of the subjects to be taught they will be led to develop originality and independence of thought.

Such teachers will grow and broaden, and the essential element of life will be found in their work, while those who teach merely by imitation will be in danger of repeating the same things in the same way, day after day, until all interest is lost. While it is true to a great extent that "we learn to do by doing," yet if the *knowing* is not involved in the *doing* here will be much waste and loss.

There is another very important department in the training of teachers which has received some attention in Model Schools, but, on account of the short time allowed for training, not nearly so much as its importance demands. I refer to a proper study of child-nature in order that the management of children may be conducted in accordance with the natural laws which govern human action, and to a proper understanding of the highest purpose of education. If, as has just been said, intelligence in the student is aimed at, rather than the imitation of methods in teaching, the same practice should be observed in the training for successful school management. A thorough knowledge of child-nature is as necessary in the latter case as in the former. If "we teach the child in a certain way because he is what he is," the same truth should regulate our management of him.

In order that the government of children may be successful it must be in harmony with the nature of children, and due regard must be had to the intelligence and to the motives which stimulate their mental action and influence their conduct. As the teacher, in leading his pupils to acquire knowledge, should understand how and in what order the mind, as intellect, perceives, remembers, judges, etc., so should he, in the general direction of conduct, know the mind in its three-fold functions of knowing, feeling, and willing.

He must understand how these are mutually and inseparably related to each other as cause and effect—how knowledge, through its relation to the individual, arouses the feelings, the solicitors and prompters of action, and how the will, the executive power, impelled by motives, makes choices and forms purposes which develop into acts and determine character.

The proper consideration of the relation of motive to conduct, and of the right motives to be placed before children, forms the true basis of all ethical teaching.

The teacher should also have broad and correct views of the real purpose and end of education, and while he understands and appreciates the values of the subjects in the curriculum, for the purposes of discipline, of knowledge, and of culture, he should place the development of the child along all proper lines, as the highest object to be attained. And as he understands that development can be secured only by the proper exercise of the powers to be developed, he will aim so to direct the efforts and conduct of his pupils that they may not only be prepared for examinations, but also trained for the higher purposes of life.

School management, when properly understood, includes much more than the classification of pupils, the arranging of a time-table, or the "keeping of order" in school. It includes these things, and also involves the determination of character through the application of worthy motives, the arousing of ambition, and the inspiring of pupils to make the most and the best of themselves.

As was said in a former report, we should not look more to intellectual results than to character results, nor should we strive less for conduct than for intelligence. Trustees and people often judge of a teacher's efficiency by the number of his pupils who succeed in passing examinations, and if satisfactory results of this kind are not regularly forthcoming the reputation of the school and of the teacher is seriously affected.

Under such circumstances too many teachers are compelled to make examination results the chief aim of their school work, even though, in so doing, they neglect the younger and more backward pupils, who especially need assistance. It not unfrequently happens however, that teachers, urged on perhaps by the publicity given through the local press to the results of the Entrance, and other examinations, seek voluntarily in this way to establish a reputation for themselves and to bring credit to their schools.

Examinations serve a very useful purpose and cannot be dispensed with, but they should ever be subservient in importance to the child himself. Examinations are for children, not children for examinations, and we should never lose sight of the fact that the highest and best work of a teacher can never be tested by any written examination. It is not asked that we shall value intellectual results less, but that we shall value moral results more, and while we give all necessary attention to arithmetic, grammar, geography, etc., that we shall give more attention to teaching "Man's relation to man," which is morality. Teachers should be as carefully prepared for moral training as for intellectual training, and they should feel their responsibility as fully on the one line as on the other. They should give as much skilful, intelligent, and persistent care to the correction of moral faults, as to the remedying of intellectual weaknesses.

How little do our young students know of the motives which move men to action, and how limited is the training they receive to properly prepare them directly, as well as indirectly, to fashion the moral man, who is at the same time the intellectual man,—that dual condition necessary in the good citizen, for the production of which national schools are established.

The child can be trained to do the right after he knows it, and he should be so trained that the power, as well as the desire to do it, will grow with his growth, till the permanent habit is built up and established. And if we send out teachers as well prepared for moral, as for intellectual, or physical training, they will aim to establish a discipline, which will not merely restrain and "keep order" but which will really develop character.

This work is done in many of our schools and should be done by every teacher, and if there is not a public sentiment demanding it and appreciating it, there is all the greater need that such a sentiment shall be created.

It is needless to say that the limited term of fifteen weeks, now allowed for training in County Model Schools, is quite too short to allow the students to be properly trained for the different parts of this important work.

General principles are laid down, and the students are led to frame their methods in accordance therewith, but it cannot be expected that these can be mastered, or that much facility can be acquired in their use.

I believe the opinion of every Model School Principal in the province is correctly expressed by the following quotation from your report for 1894.

"But much as our Model School system has done for the training of teachers, the time has arrived in which its usefulness as a part of the school system might be very properly extended."

LIBRARIES.

In 1895, a grant of \$1,000 was made by the Provincial Legislature for the purpose of providing small libraries for Model Schools, and sixteen volumes were placed in each school. These works were wholly professional and were for the use of the students and teachers of the Model Schools. In 1896 a similar grant was made and in addition to the books provided, four copies of the Educational Journal and the Canada Educa-

tional Monthly, were sent to each school during the term. It was thought that by thus bringing the students in contact with standard works on teaching and with our educational journals, during their training course, a taste for educational literature would be formed, which would lead them to continue and broaden their professional reading in after life.

The reading course now provided by the Department will still further encourage this desirable end.

Principals say that the books and journals are read with much interest by the students and by the teachers in the schools, and that great benefit is derived therefrom. A few extracts from letters received are here given.

From Mr. Stuart, Stratford :—" We have found the library of very great benefit. Over 100 applications have been made for books. The inquiries made by the students, the greater interest shown in the theory of education, and the broader views taken of their profession show that they are reading profitably."

From Mr. Lough, Clinton :—" I believe the grant made for the purchase of educational works for the use of teachers and students in the Model Schools was money well expended. The works on psychology and school management have been eagerly read, and the teachers-in-training see that there is really a science of education. The school journals supplied this term have been of great benefit to the students. They are well read and I have no doubt their circulation will be largely increased when our students go out to teach. I shall preserve the copies of this term for use next year."

From Mr. Wood, Port Hope :—" During the late M. S. term the students were much interested in the books and made extensive use of them. With one or two exceptions every book having a professional bearing was taken out and read—a number of them being in constant requisition by the students. The journals supplied were also largely read and seemed to be much appreciated."

From Mr. Shine, Richmond :—" The professional library supplied by the Education Department to County Model Schools was of the greatest benefit, during the past two terms, to the students of this school."

"Each student read carefully two or more of the volumes, and used the others as books of reference on educational topics. Model School students should feel grateful to the Department for placing within their reach such excellent and helpful books, and also for the educational journals supplied, which in this school, were regularly and systematically read, and their contents discussed."

2. DISTRICT MODEL SCHOOLS.

These schools are six in number, and are situated in the Nipissing, Parry Sound and Algoma districts. They were established for the purpose of providing better facilities for the training of teachers, than had previously been afforded in the districts.

Before these schools were established persons who wished to prepare for teachers' certificates found it very difficult to do so. There was but one High School in the three districts and as it was at Port Arthur, it was accessible to but very few of the widely scattered population. There were few Public Schools sufficiently advanced to prepare candidates for certificates, and in the schools in which this might be done no special provision for such training had been made.

In consequence of this, and of the inability of the settlers to incur the expense involved in sending their children to High Schools in the older portions of the province, trustees had to depend very largely for their supply of teachers, upon those who came "from the outside." The teachers were not unfrequently those who had failed at the Provincial examinations, or who had been unable to secure schools in their own counties. They

usually remained but a short time and the changing of teachers was in very many schools almost an annual occurrence. The progress of the schools was much affected in this way and the people complained, and desired that some means should be provided whereby the young people of the districts might be encouraged and assisted to prepare themselves for teaching.

As there was no county organization in the districts, the establishing of High Schools would require special government grants, and would also entail very heavy burdens upon the municipalities in which such schools might be established, not only for the erection of suitable buildings, but also for annual maintenance. The scarcity of the population, the small number of children who could pass the Entrance examination, and other conditions which are incident to new settlements, made it very uncertain whether High Schools could be efficiently maintained or not, except perhaps at Sault Ste. Marie.

To provide for the wants of the people in this respect, the happy expedient that was adopted in the establishment of County Model Schools, viz., of utilizing existing schools instead of establishing independent schools, was also adopted for the districts.

The Public Schools at Mattawa, North Bay, Burks Falls, Sault Ste. Marie, Gore Bay, and Rat Portage, were selected and constituted District Training Schools. Four of these were established in 1890 and two have since been added to the list.

A special annual grant of \$200 was made to each school, on condition that a principal holding a first class certificate, and at least one assistant holding a second class certificate should be employed, and that a certain number of students should be in training for teachers' certificates. This training, up to the present time, has been entirely non-professional, but under the new Regulations a certain amount of professional training, to be determined by the local Boards, must also be given. A County Model School was established about the same time in the town of Parry Sound.

In the Sault Ste. Marie school the Entrance examination work is done in a lower division, but in all the other schools this work is done by the principal of the school in connection with the preparation of candidates for teachers' certificates. It is needless to say that this entails a very large amount of work upon the principals of the schools. To enable them to do justice to themselves and to the work for which they are specially engaged, they should not be required to teach an Entrance class. The smallness of the attendance in some cases however, renders such an organization of the school virtually impossible.

In the Sault Ste. Marie and Gore Bay schools the teaching embraces the full Primary course, and in the latter school an Entrance and a Form I. class are also taught by the principal, though it is difficult to understand how all this work can be done by one teacher. In the school at Burks Falls one candidate was being prepared for a part of the Junior Leaving Examination.

The greater part of the training given in these schools is for District certificates, and the students take all the subjects prescribed for the Primary examination, except the optional group or subject. The papers are read by the sub-examiners in Toronto, and the marks awarded are sent to the local Boards of Examiners, by whom District certificates are awarded.

Many of the students have taken the Commercial Primary and Form I. examinations, and a few have been prepared for the Public School Leaving examination.

As this last mentioned examination has now, very properly, been taken as the standard for all District certificates it will probably determine the limit of work in nearly all these schools, and fix a uniform standard for this grade of certificate.

These schools are serving a very useful purpose and are doing the work for which they were established. As an evidence of this, in 1895 twenty-eight students trained in them, passed the different examinations for teachers' certificates, and forty-seven were being trained for these examinations in 1896. Of this number, eleven students were non-residents who came to these schools on account of the superior facilities which they afforded. Forty-two of the 103 students in attendance were over sixteen years of age, and eighteen were over twenty years of age.

The attendance and the number of students being trained for certificates, may seem small when compared with what are found in High Schools, but when considered in connection with the hardships of the settlers, the uninviting nature of a large part of the districts, and the scarcity of the population, they should be regarded as encouraging and satisfactory. It must be remembered that the work in these schools is not limited to preparing candidates for teachers' certificates. In all the schools, except one, the regular Entrance examination work is carried on, and in some of the schools, as has been said, classes are prepared for the Public School Leaving examination.

The results achieved at previous examinations, and the general standing of the schools entitle the principals to great credit, especially when we consider how much labor is entailed upon them by the teaching of so many classes.

The most noticeable defect was one that is found in many schools, viz., a disposition to force pupils up to examinations for the purpose of securing credit for the teacher and fame for the school. The teachers, however, were not so much to be blamed for this, as were the circumstances in which they were placed.

Some of the principals explained in justification of their course, that when they were engaged, they understood their duties to be, mainly the preparation of candidates for passing the Departmental examinations, and, believing that their continuance in office would depend upon their success along this line, they bent all their energies to the task before them. No fault could be found with what was done in preparing students for District or for Primary certificates, but what was known as the Commercial Primary, and later, with some changes as Form I. examination, afforded an inviting field in which to achieve distinction for the school, and into the work for these examinations the pupils were rushed in some schools, as shown in Tables B and D of this report.

The subjects for the Commercial Primary were Book-Keeping and Penmanship, Drawing and Reading, and in one school I found a large class of students preparing for this examination. These pupils had passed the Entrance examination in July, 1894, but had not received a single lesson in English Grammar from that time until the time of my inspection in May, 1895, and during the three months immediately preceding the examination in July, all other subjects, except those mentioned above, had been dropped entirely. These pupils, with one or two exceptions, were under 15 years of age, and so far as I could learn, none of them expected to teach school. This was simply making merchandise, so to speak, of the children's best interests, and was entirely foreign to the purpose for which these schools were established and to the spirit of the Regulations. At my inspection this year in June, I found that the pupils who were preparing for the Form I. examination, had for some considerable time been giving all their attention to the few subjects required.

As the Public School Leaving examination, which includes all the subjects prescribed for the Fifth Form in Public Schools, has now been taken as the standard for District certificates, and also as the preliminary examination for all grades of certificates, the defect of which I have just spoken can no longer exist in these schools.

The work now prescribed for District certificates is all that should be attempted in schools in which Entrance classes are taught.

When the Entrance class is prepared in a lower division, as in Sault Ste. Marie, both the Public School Leaving and the Primary examinations may be undertaken, but these involve more work than one teacher can do efficiently. It is to be hoped that the grant for Continuation classes in Public Schools will do much to assist the trustees in providing some assistance to the principals in those schools in which candidates are prepared for District certificates, and also for Primary certificates.

The general deportment of the pupils was all that could be desired, and a good earnest spirit of work seemed to pervade all the schools.

The accompanying statistical tables contain the information mentioned in their several headings.

In accordance with your instructions the school at Rat Portage was not visited.

TABLE A.—Organization, etc., of Schools.

Name of School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	No. of Assistants.	Certificates of Assistants.	Salaries of Assistants.
			\$			\$
Mattawa	H. J. Bolitho.....	II.	600	2	II., III.	300, 200.
North Bay	W. J. Mill.....	B.A.	700	4	II., III., Dis. (2).	350, (2) 325, 225.
Burks Falls	A. Burchill.....	I.C.	600	3	II., Dis. (2).....	300, 240, 225.
Sault Ste. Marie....	W. Ireland	I.A.	900	7	II., (6) III.	550, 350, 300, (4) 250.
Gore Bay	J. Keys.....	I.C.	600	3	II., III., Dis.....	325, 275, 200.

TABLE B.—Results in 1895.

	Mattawa.	North Bay.	Burks Falls.	Sault Ste. Marie	Gore Bay.	Total.
No. of students who wrote for Primary Certificates				9	7	16
" " passed " "				5		5
" " wrote for Commercial Pri. Certificates				23	9	32
" " passed " " "				6	4	10
" " wrote for District Certificates	1	6	*		1	
" " passed " "	1	4	3	1	(a) 4	13
" " wrote at Public School Lvg. Examination	3	10				13
" " passed " "	2	5				7
" " wrote at Entrance Examination	5	13	*			
" " passed " "	4	9	5			18

*NOTE.—Principal had been changed since last year and information could not be obtained.

(a) Of the seven candidates at Gore Bay for Primary Certificates, four were awarded District Certificates. There were no Entrance candidates at this school, and at Sault Ste. Marie the entrance work is done in a lower division. The District Certificate credited to the latter school was awarded on Primary work.

TABLE C.—Attendance, average age, and standing of pupils present at time of inspection.

	Mattawa.	North Bay.	Burks Falls.	Sault Ste. Marie	Gore Bay.	Total.
On roll, V class.....	7	12	19	24	16	78
" IV "	17	11	14	.....	7	49
Attendance, V class	7	9	18	21	16	71
" IV "	8	10	7	..	7	32
Average age (both classes) yrs.....	14	14.7	15.2	16.3	16.5	15.3
No. of students who passed District Cer. examinations.....				1	2	3
" " " Commercial "			1	3	3	7
" " " Public School Lvg. Examinations	2	.....	.....	.....	.....	2
" " " Entrance Examination.....	6	9	4	14	14	47

TABLE D.—Students in preparation for examinations in 1896.

	Mattawa.	North Bay.	Burks Falls.	Sault Ste. Marie	Gore Bay.	Total.
No. of students for Primary Examination.....	.....	.....	.....	8	13	21
" " Form I " .....	.....	.....	.....	12	3	15
" " Dist. Cert. "	2	5	4	.....	.....	11
" " Public School Lvg. Examination	4	6	...	.....	.....	10
" " Entrance Examination.....	8	10	6	.....	7	31

NOTE.—In addition to the above, one candidate at Burks Falls will write for the Junior Leaving Examination.

3. PLANTAGENET MODEL SCHOOL.

The Commissioners, who, in 1889, inspected the schools in the counties of Prescott and Russell, in the districts where the French language prevailed, reported that the French people with whom they came in contact, strongly desired that their children should be enabled to learn the English language in their schools, and that great difficulty was experienced in securing the services of teachers capable of teaching English.

They also recommended that a special school should be established for the proper training in English of French-speaking students, who desired to teach, in order that the schools might be furnished with teachers who would be able to teach the children not only to read and speak their own language correctly, but who would also be competent to teach them the English language.

This recommendation was promptly acted upon, and in January, 1890, a school for this purpose was opened in the village of Plantagenet.

In proof of the statement made by the Commissioners, that the French people desired to have teachers who could instruct their children in English, the County Council, composed largely of French representatives, at once gave a grant of \$800 to assist in providing suitable accommodation for the school and the Township Council of North Plantagenet gave \$200 for the same purpose. The County Council also, in addition to the grant of \$150 required by law to be given to Model Schools, gives an additional sum of \$250 annually to the Plantagenet school.

A very competent principal, D. Chenay, B. A., was engaged to open the school and a good attendance of students was at once secured, which has been regular and well maintained. Careful, efficient work has been done and the school has even more than met the expectations of those who recommended its establishment, as was shown by their report in 1893.

The teaching was of necessity quite elementary at first, and the examiners found it necessary to fix a low standard for a few years for the granting of certificates, in order that the schools in the French-speaking districts might be kept open; but in order that this might be improved as speedily as possible, many of the certificates were granted for but one year. During the past three or four years there has been a marked improvement in the knowledge of English, and in the general educational standing of those who have entered the school.

The standard required for certificates has been raised by the Board of Examiners, and it is now about equal to what is required for the Primary examination, except in English literature, and no certificates are given for less than two years. Algebra and Euclid are not taught.

The Board consists of the Public School inspector, the inspector for the French-speaking districts, and a High School principal.

The questions are prepared by the local examiners, and examinations are held twice a year. The examinations are in writing and are conducted wholly in the English language; but, in addition, the students are carefully examined in the grammar, composition, reading and spelling of the French language, and only those who show a satisfactory knowledge of both languages are licensed to teach. While the students are thus trained in their own mother tongue, English is the language of the school, and all the regular teaching is in this language, except when French may be necessary by way of explanation.

Before this school was established, it was not at all unusual to find schools in the French districts closed for several months in the year on account of the inability of the trustees to secure teachers. The supply is now about equal to the demand. Only ten "permits" have been granted by the Board since the school was established, and these were given to provide for special cases.

The following table shows the number of students in attendance year by year since the school was opened, the number of certificates issued, and the average age of the students :—

	1890.	1891.	1892.	1893.	1894.	1895.	1896.
Number in attendance	57	41	38	34	35	50	47
Number of certificates granted	40	26	22	26	25	38	33
Average age of students years	18.1	17.6	17.7	17.5	17.8	18.9	18.1

Two hundred different students have attended since the school was opened, and of these forty-eight had previously taught. Many of the students attended two terms, and some attended three terms before they received certificates.

Sixteen students came from the Province of Quebec, and fifteen came from portions of Ontario outside of the Counties of Prescott and Russell.

Thirteen students who obtained certificates engaged schools in the County of Essex and six taught in the District of Nipissing.

Thirty English-speaking students have attended this school for training, one of whom obtained a full Primary Certificate, and seven were in attendance during the last term of the present year.

As there have been two terms in the year, with an examination at the end of each term, the principal has been obliged to confine his teaching almost entirely to non-professional subjects, and in consequence of this but little professional training has been given.

The Public School Inspector and the Principal think that the term should now be lengthened to a school year in order that more time may be given to literary work, and that a reasonable amount of time may be devoted to the theory and practice of teaching. If this be done it will be well to hold the non-professional examination about Easter, in order that two or three months may be given entirely to professional training. Such an arrangement of the work would undoubtedly add very much to the efficiency and usefulness of the school and place it upon a level with Model Schools in other parts of the Province.

The school has been materially assisted by A. Evanturel, Esq., M.P.P., who has always taken a very active interest in furthering the object for which it was established.

4. STATISTICAL TABLE.

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes daily to Model School work during the term.	No. of assistants with 1st class certificates.	" " 2nd "	" " 3rd "	" " other	What time daily did the assis- tant relieve the Principal from public work?	Is separate room provided?	Is there a professional library?	Amount of Government grant.	Amount of Municipal grant.	Received from fees.	No. of divisions in school.	No. of divisions used for Model School purposes.	No. of pupils sent at one time to a division to observe or teach.	Length of time students are trained before being sent to the division to observe.	Length of time students are trained before being sent to the divisions to teach.
1 Athens	R. Thompson	I.	675/1896	all day.	all day.	1	3	1	1	1	1	1	150 00	150 00	150	4	4	7	6 w	8 w
2 Barrie	W. J. Hallett	I.	900/1893	"	"	2	7	2	1	1	1	1	150 00	150 00	190	9	9	4	6 w	6 w
3 Beamsville	R. J. Brown	I.	600/1894	"	"	3	9	2	1	1	1	1	150 00	150 00	150	4	4	4	6 w	6 w
4 Berlin	J. Suddaby	I.	1,150/1877 ex 30 m.	"	ex 2 hr w	3	9	2	1	1	1	1	150 00	150 00	150	4	4	4	6 w	6 w
5 Bracebridge	G. H. O. Thomas	I.	600/1889	all day.	"	1	2	4	1	1	1	1	150 00	150 00	100	8	8	3	6 w	6 w
6 Bradford	A. Orton	I.	750/1888	"	"	3	3	4	1	1	1	1	150 00	150 00	150	4	4	7	6 w	6 w
7 Brampton	A. Barber	I.	800/1895	"	"	1	9	1	1	1	1	1	150 00	150 00	150	11	11	5	6 w	8 w
8 Brantford	W. Wilkinson	M.A.	1,275/1872	"	"	2	14	1	1	1	1	1	150 00	150 00	100	17	17	5	5 1/2 w	8 w
9 Caledonia	A. R. Shantz	I.	700/1895	"	"	1	3	1	1	1	1	1	150 00	150 00	150	4	4	8	7 w	7 w
10 Chatham	T. C. Smith	I.	850/1893	"	"	1	21	5	1	1	1	1	150 00	150 00	150	28	28	4	7 w	7 w
11 Clinton	W. R. Lough	I.	825/1884	"	"	2	5	2	1	1	1	1	150 00	150 00	150	8	8	5	6 w	6 w
12 Cobourg	W. J. Hamilton	I.	840/1895	"	"	2	5	4	1	1	1	1	150 00	150 00	150	11	11	4	6 w	7 w
13 Collingwood	E. Ward	I.	950/1890	"	"	1	6	7	1	1	1	1	150 00	150 00	145	11	11	4	6 w	7 w
14 Cornwall	J. Connolly	I.	990/1892	"	"	3	9	1	1	1	1	1	150 00	150 00	150	14	14	3	6 w	6 w
15 Durham	T. Allan	I.	675/1888	"	"	1	3	1	1	1	1	1	150 00	150 00	150	6	6	4	6 w	8 w
16 Elora	D. H. Lent	I.	650/1896	"	"	1	4	1	1	1	1	1	150 00	150 00	150	14	14	6	6 w	8 w
17 Forest	J. Campbell	I.	700/1894	"	"	1	6	1	1	1	1	1	150 00	150 00	150	8	8	5	7 w	7 w
18 Galt	R. Alexander	I.	1,000/1875	"	"	1	6	1	1	1	1	1	150 00	150 00	150	6	6	7	7 w	7 w
19 Gananoque	J. C. Linklater	I.	1,000/1888	"	"	1	5	1	1	1	1	1	150 00	150 00	150	8	8	3	3 w	3 w
20 Goderich	S. P. Halls	M.A.	1,000/1888	"	"	1	12	3	1	1	1	1	150 00	150 00	150	12	12	2	6 w	8 w
21 Hamilton	W. H. Elliott	B.A.	1,300/1893	"	"	25	78	3	1	1	1	1	150 00	150 00	150	106	106	4	5 w	5 w
22 Ingersoll	H. F. McDiarmid	I.	900/1885	"	"	8	4	2	2	1	1	1	150 00	150 00	150	10	10	4	6 w	6 w
23 Kincardine	F. C. Powell	I.	850/1877	"	"	2	6	4	1	1	1	1	150 00	150 00	150	8	8	3	7 w	8 w
24 Kingston	R. K. Row	I.	1,100/1885	"	"	2	6	1	1	1	1	1	150 00	150 00	295	8	8	4	6 w	7 w
25 Lindsay	G. E. Broderick	I.	1,000/1888	"	"	1	18	1	1	1	1	1	150 00	150 00	150	17	17	2	6 w	8 w
26 London	R. M. Graham	I.	1,200/1891	"	"	1	9	1	1	1	1	1	150 00	150 00	60	11	10	5	6 w	7 w
27 Madoc	J. R. Brown	I.	700/1894	"	"	4	4	1	1	1	1	1	150 00	150 00	195	5	5	8	5 w	7 w
28 Meaford	A. A. Jordan	I.	700/1890	"	"	4	5	3	1	1	1	1	150 00	150 00	150	8	8	4	6 w	8 w

4. STATISTICAL TABLE.

Name of Model School.	Name of Principal.	During how many weeks do stu- dents teach in the divisions ?	How many hours per day ?	Total number of classes in the divisions used for Model School purposes.	Average number of lessons taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of such lessons.	How long does a student remain in a division before passing to another ?	No. of students on roll.	Male.		Female.	No. who passed final examination.			No. with Senior Leaving certifi- cates.	" Junior "	" Primary "	" District "	Allowance made by Trustees to Principal's assistant.	Were any unauthorized books used ?	Average age of students.
													Male.	Female.	Total.							
1 Athens	R. Thompson	54 w	1 1/2	10	20	60	15 m	2 1/2	30	12	18	11	18	29	2	15	15	11	130	19	...	19
2 Barrie	W. J. Hallett	7 w	1	23	16	22	20 m	1 w	38	20	18	18	17	35	3	10	13	11	125	19 1/2	...	19 1/2
3 Beamsville	R. J. Brown	6 w	2 1/2	9	20	31	20 m	6 d	14	6	8	6	8	14	1	7	6	5	200	19	...	19
4 Berlin	J. Suddaby	6 w	2 1/2	12	25	18	25 m	1 w	9	3	6	2	6	8	1	3	5	5	200	19	...	19
5 Bracebridge	G. H. O. Thomas	6 w	2 1/2	15	20	32	15 m	3 d	24	5	19	5	17	22	1	7	8	1	18	200	...	19
6 Bradford	A. Orton	8 w	1 1/2	10	20	52	20 m	10 d	27	13	14	13	13	26	1	7	1	11	140	19	...	19
7 Brampton	A. Barber	6 w	1 1/2	30	26	20	25 m	1 d	25	10	15	10	15	25	1	12	12	11	140	19	...	19
8 Brantford	W. Wilkinson	7 w	2 1/2	22	24	20	24 m	2 d	20	3	17	15	10	25	1	11	5	5	200	19	...	19
9 Caledonia	A. B. Slantz	6 w	2 1/2	11	15	41	20 m	1 w	30	14	16	14	16	30	2	11	5	5	200	19	...	19
10 Chatham	T. C. Smith	4 w	1 1/2	54	40	20	25 m	4 d	52	18	34	16	33	49	7	16	12	18	160	19	...	19
11 Clinton	W. R. Longh	6 w	1 1/2	18	18	30	20 m	1 w	35	12	23	12	23	35	4	21	10	10	250	19 1/2	...	19 1/2
12 Cobourg	W. J. Hamilton	7 w	1 1/2	26	19	23	20 m	1 w	32	10	22	4	21	25	4	11	17	5	250	19	...	19
13 Collingwood	E. Ward	5 w	1 1/2	26	16	11	20 m	1 w	18	5	13	5	13	18	1	9	4	5	130	19	...	19
14 Cornwall	J. Connolly	6 w	1	20	18	17	20 m	1 w	19	5	14	5	14	19	1	7	11	11	150	19	...	19
15 Durham	T. Allan	4 w	1 1/2	12	20	33	20 m	3 d	20	11	9	9	9	20	1	6	13	13	125	19	...	19
16 Elora	D. H. Lent	6 w	1 1/2	13	13	30	18 m	3 d	30	13	17	11	16	27	2	13	15	15	140	19	...	19
17 Forest	J. Campbell	6 w	1 1/2	17	18	19	20 m	1 w	18	6	9	9	9	18	1	11	7	7	140	19	...	19
18 Galt	R. Alexander	4 1/2 w	1 1/2	20	23	15	20 m	1 d	13	4	9	3	9	12	3	7	3	3	150	19	...	19
19 Gananoque	J. C. Linklater	5 w	1 1/2	13	25	14	20 m	3 d	7	2	5	2	5	7	1	1	5	5	150	19	...	19
20 Goderich	S. P. Halls	5 1/2 w	1 1/2	18	22	28	20 m	4 d	23	13	10	13	10	23	4	12	7	7	150	19	...	19
21 Hamilton	W. H. Elliott	7 w	1	106	17	8	20 m	1 w	47	11	36	11	36	47	11	32	4	4	150	19 1/2	...	19 1/2
22 Ingersoll	H. F. McDiarmid	6 w	1 1/2	14	20	23	20 m	1 w	14	6	8	6	7	13	2	9	5	5	150	19 1/2	...	19 1/2
23 Kincaidine	F. C. Powell	6 w	1 1/2	20	22	14	20 m	3 d	13	4	9	4	9	13	1	4	7	7	160	19	...	19
24 Kingston	R. K. Row	7 w	1 1/2	28	16	33	20 m	1 w	60	17	43	16	42	58	1	14	22	23	175	19	...	19
25 Lindsay	G. E. Broderick	5 w	1 1/2	41	21	16	20 m	2 d	25	11	14	11	14	25	2	9	14	14	250	19	...	19
26 London	R. M. Graham	6 w	1 1/2	18	52	20 m	20 m	2 d	53	20	33	19	32	51	8	22	23	23	250	19	...	19
27 Madoc	J. R. Brown	6 w	1 1/2	15	13	33	20 m	4 d	39	8	31	8	27	35	1	18	20	5	140	19	...	19
28 Meaford	A. A. Jordan	5 w	1 1/2	12	20	18	20 m	2 d	14	4	10	3	10	13	5	1	5	5	100	18	...	18

29 Milton	14	17	18	27	20 m	1 w	26	13	13	13	26	2	8	16	125	19	
30 Minden	6 w	10	20	14	18 m	1 w	7	6	6	1	7	1	8	5	75	19	
31 Mitchell	6 w	1	10	21	20 m	4 d	14	8	6	8	14	1	8	5	7	19	
32 Mount Forest	7 w	3	21	26	20 m	4 d	28	13	6	6	14	1	8	5	7	19	
33 Morrisburg	7 w	1	20	23	20 m	2 d	28	13	15	11	25	2	15	11	150	19	
34 Napawan	8 w	1	20	27	22 m	3 d	28	16	12	14	11	25	1	13	150	19	
35 Newmarket	6 w	1	14	18	30 m	2 d	27	9	18	9	26	1	6	12	8	200	19
36 Norwood	5 w	11	30	2	20 m	2 d	19	11	8	9	17	1	10	8	125	19	
37 Orangeville	7 w	11	15	65	20 m	1 w	50	22	28	22	50	3	22	25	100	19	
38 Owen Sound	7 w	20	18	29	20 m	1 w	32	16	16	16	32	3	22	15	125	19	
39 Parry Sound	4 w	14	15	28	22 m	2 d	23	6	17	6	17	23	1	14	8	138	19
40 Perth	4 w	14	23	33	20 m	4 d	20	5	15	15	20	1	14	8	138	19	
41 Picton	7 w	1	20	34	20 m	1 w	31	12	19	12	28	1	15	14	2	120	20
42 *Plantagenet	6 w	9	18	29	20 m	3 d	24	7	17	17	24	1	6	17	135	19	
43 Port Hope	6 w	9	6	6	30 m	1 1/2 d	24	22	2	2	18	20	1	6	17	135	19
44 Port Perry	6 w	20	20	31	20 m	5 d	16	12	16	12	28	4	19	8	24	183	19
45 Prescott	6 w	14	20	22	20 m	4 d	16	12	4	11	15	2	7	8	150	21 1/2	
46 Renfrew	7 w	13	28	37	20 m	3 d	16	6	10	6	16	1	7	8	150	19 1/2	
47 Richmond	7 w	22	15	32	20 m	1 w	30	5	25	5	30	1	7	8	150	19 1/2	
48 St. Thomas	3 w	3	20	74	20 m	2 d	32	13	19	12	31	5	7	21	125	158	
49 Sarnia	7 w	11	20	74	20 m	2 d	37	12	25	6	24	30	6	17	135	19	
50 Simcoe	7 w	11	19	19	20 m	4 d	22	6	16	9	30	6	22	9	135	19	
51 Stratford	4 w	12	18	45	20 m	2 d	30	13	17	12	29	1	11	10	160	183	
52 Strathroy	6 w	14	26	30	20 m	1 w	44	19	25	18	22	1	14	16	160	194	
53 Toronto	6 w	14	27	30	20 m	4 d	27	8	19	8	27	2	27	15	163	163	
54 Toronto	6 w	13	20	63	20 m	4 d	61	8	53	8	60	9	42	9	175	133	
55 Vaikleehtall	6 w	13	18	44	20 m	3 d	32	16	16	14	30	4	20	8	187	19	
56 Walkerton	5 w	24	13	25	20 m	2 d	25	8	17	8	30	4	20	8	180	19	
57 Weland	7 w	19	18	23	20 m	4 d	25	13	12	11	22	1	13	11	180	133	
58 Whiteby	5 1/2 w	20	21	21	20 m	4 d	26	8	18	8	26	3	11	12	150	19	
59 Windsor	6 w	17	22	31	20 m	1 w	24	9	15	9	24	4	11	9	130	20	
60 Woodstock	7 w	23	28	2	20 m	1 w	38	11	8	11	19	3	10	4	2	183	
	5 w	23	25	41	20 m	4 d	38	18	20	18	38	9	17	12	....	18	
Total	64 Av.	....	20 Av.	21 Av.	21 m Av.	1,637	625	1,012	561	988	1,549	139	719	622	157	19 Av.	

* French training school.

APPENDIX G.—TEACHERS' INSTITUTES.

1. ONTARIO EDUCATIONAL ASSOCIATION.

Extracts from Proceedings of the Convention held in the Lecture Room of the Chemical Building of the University of Toronto on the 7th, 8th and 9th days of April, 1896.

MINUTES OF THE GENERAL ASSOCIATION.

The opening meeting of the Convention was held April 7th, 1896.

Hon. Dr. Ross, Minister of Education, and Dr. James Loudon, President of the University of Toronto, delivered addresses of welcome.

THE COLLEGE AND HIGH SCHOOL DEPARTMENT.

Resolved, That Article 2 of the Constitution be amended to read as follows: "All persons engaged in teaching in any of the Universities, Colleges or High Schools of Ontario, who have registered and paid their fees to the Ontario Educational Association for the current year, and such other persons as may be elected by this Department on the recommendation of its Executive, may become members of this Department."

Resolved, That Article 3 shall read as follows: "The officers of this Department shall consist of a President, a Vice-President and a Secretary, who, with a representative from each of the Associations forming an integral part of this Department, shall be the Executive of the Department."

Resolved, That Article 4 read as follows: "The Representatives on the Board of Directors of the Ontario Educational Association from this Department shall be the President and the Secretary, *ex officio*, and four other members, to be elected from and by the Executive of the College and High School Department, by ballot by this Department."

Resolved, That this Department disapproves of the recent regulations of the Education Department in giving to the Public School Inspector the sole authority to enquire into complaints from the decisions of the Board of Entrance Examiners, and recommends that all such appeals should be laid before the Board of Entrance Examiners.

THE MODERN LANGUAGE ASSOCIATION.

Resolved, That this Association views with favor the possible opportunity of having a meeting of the Modern Language Association of America in Canada, and asks the Executive Committee of this Association to consider the question of inviting, in co-operation with the Minister of Education and the University of Toronto, the M. L. A. to meet in Toronto during the Christmas vacation, 1897, and to take such action in the matter as seems to the Executive desirable.

Resolved, That, in view of the fact that Mr. W. H. Fraser has been appointed Vice-President of the College and High School Department, Mr. J. Squair represent this Association on the Executive of that Department, in order that the Association may have its due representation.

THE MATHEMATICAL AND PHYSICAL ASSOCIATION.

Resolved, That a Committee be appointed to prepare a resolution recommending the Minister of Education to demand an extra paper in Arithmetic from candidates for teachers' certificates.

Resolved, That it is the firm conviction of this Association that the practical removal of Arithmetic from the course of study for Junior Leaving certificates can hardly fail to operate harmfully on the Public Schools, and thus affect our whole system; that a Committee be appointed to interview the Honorable the Minister of Education, and to urge upon him the advisability of making an examination in Arithmetic compulsory for Junior Leaving certificates.

THE COMMERCIAL ASSOCIATION.

The suggestions *re* the Departmental Regulations were discussed by the Association :

1. That the Book-keeping and Commercial Transactions of Form I. should be placed among the obligatory subjects.

2. That Writing and Book-keeping, Commercial Transactions, and Stenography be substituted for Physics, English Grammar and Rhetoric, and Geometry, in the list of subjects comprising the Second Form Examination—this to constitute the Commercial Examination.

3. That Section 10, Sub-Section 6, Circular No. 4 A., of the Departmental Regulations, be amended by adding Book-keeping, Commercial Transactions, and Stenography, as bonus subjects, to the subjects already mentioned therein.

4. That candidates, holding a Primary Certificate, be allowed to complete the Commercial Examination by writing on the purely Commercial subjects only.

5. That candidates at the Book-keeping Examinations be supplied with foolscap free from the red marginal line; that no candidate be allowed to bring paper, ruled for journal or ledger, with him into the room; and that credit be given for the ruling in connection with the writing.

REPORT OF THE COMMITTEE ON VERTICAL WRITING.

“ *Whereas*, many schools have already introduced this system of penmanship, and

“ *Whereas*, the Education Department has authorized a series of text-books on the vertical system of penmanship, a step which will lead to a somewhat general adoption of this system by the pupils of our schools, and

“ *Whereas*, the finger movement is most objectionable in any system of penmanship, and that this movement is almost universally used in teaching vertical writing, and becomes a fixed habit among students who practise it from the beginning, thereby unfitting them for business penmanship;

“ *Resolved*, and this section of the Ontario Educational Association hereby expresses its belief, that the great cause of failure in connection with the oblique system of penmanship, namely, the lack of attention to *muscular* movement, will be an equally great cause of failure in connection with the vertical system, and that the use of the finger movement in the teaching of any system of writing should be discountenanced.”

THE PUBLIC SCHOOL DEPARTMENT.

Resolved, that no certificate should be given to any person under 21 years of age.

Resolved, that in the opinion of this Department it is a matter of regret that the Minister intends to abolish, after 1897, the granting of Non-professional Specialists' Certificates to any but those obtaining the degree of B.A., and would respectfully ask the Minister to allow the existing regulations to stand.

Resolved, that while the recent amendments to the Public Schools Act require the teachers of Continuation Classes to hold First Class Certificates, this Department is pleased to have the assurance of the Minister that the interests of all teachers at present engaged in such work shall be properly safeguarded.

Resolved, that while the Minister did not see fit to preserve in its original form the clause of the Bill for establishing an Educational Council, this Department accepts in

good faith his assurance that the public school teachers of the Province shall have fair representation on that Council and have greater influence thereby.

Regret was expressed that the Education Department, in passing the Regulation allowing graduates of the School of Pedagogy second class certificates without actual experience in public school teaching, has not only opened another channel for the inexperienced to enter the profession, but has also expressed an opinion depreciating the value of actual experience in public school work.

REPORT OF THE COMMITTEE ON RESOLUTIONS.

I. (Re Entrance Boards and Entrance Examination.)

(1) That Entrance Districts should coincide with Inspectoral Districts, with one Board of Examiners for each District.

The Minister, while offering no objection to the proposed change, regarded it as inexpedient to make any change in the newly consolidated law for a year or two.

(2) That the Board of Examiners for the Entrance and Public School Leaving Examinations should consist of the Public School Inspector, a Representative from the High School or Schools, appointed by the Minister of Education, and Public or Separate School Teachers, as the case may be, actually engaged as teachers in the Public or Separate Schools, the appointment of these to rest with the Teachers' Associations.

The Minister's reply was the same as to clause 1.

(3) That the teacher's report of the pupil's work for the term be considered by the Board of Examiners.

The Minister expressed approval.

(4) That Reading be not simultaneous with other subjects, and that due precautions for secrecy as to the matter to be read be taken.

The Minister strongly approved, and gave the Committee to understand that he would have it carried out.

(5) That Canadian History be continued for the Entrance Examination, with a brief outline of British History, as follows :—

I. The Origin of the British Nation.

II. Feudalism.

III. Constitutional Development, including (a) Magna Charta, (b) Institution of Parliaments, (c) Struggles between the Kings and Parliament, (d) Final Supremacy of the People.

IV. The Naval, Commercial and Colonial Supremacy of England.

V. The Development of the Literature.

The Minister did not commit himself to any opinion on the changes proposed, but implied that it was a difficult matter to deal with.

(6) That no literary selections be placed on the Public School Leaving Course not found on the Primary Course, and that pupils who have passed the Public School Leaving Examination be credited with having done the First Form work in the High School.

The Minister expressed approval, and explained that in future the Public School Leaving Course would be identical with the First Form Course of the High Schools.

(7) That "The Forsaken Merman" should be discontinued from the memorization selections for the Entrance.

The Minister did not disapprove of the recommendation.

II. (Professional Examinations.)

(1) That Model School Certificates be interim for one year, and renewable for two years upon passing a further professional examination.

The Minister approved of the principle of the recommendation.

(2) That no candidate be admitted to the Normal School who has not been trained at a County Model School, and who has not taught one year.

The Minister said it was being carried out in practice.

(3) That graduates of the School of Pedagogy who have not been trained at a Model or Normal School, should not be permitted to teach in the Public Schools.

The Minister expressed approval.

(4) That the standards for Entrance, Public School Leaving, Primary and Junior Leaving Examinations continue to be $33\frac{1}{3}$ per cent. on each subject, and 50 per cent. on the aggregate.

The Minister considered that the Curriculum having been extended, the aggregate would be dispensed with.

(5) That the non-professional qualification for Inspectors remains as at present ; but that the professional qualifications consist of an experience of at least ten years' teaching, five of which shall have been spent in a Public School, so as to cover the teaching of all the grades of Public School work.

The Minister appeared to favor present arrangements.

(6) That no Teacher's Certificate be granted to any person who has not reached the age of 21 years.

The Minister did not concur in this recommendation.

III. (General.)

(1) That the Ontario Government furnish each school with copies of such reports as may be deemed valuable for educational purposes.

The Minister thought the suggestion a good one, but indicated that the expense involved might present a difficulty in carrying it out.

(2) That the Honorable the Minister of Education consider the advisability of withdrawing the present series of Public School Drawing Books, and the preparation of a new series which shall consist largely of blank pages, with suggestions as to what figures are to be drawn, together with a few pages of illustrations in each book, all of which to be of the highest type of execution, as models for the pupils to see, not to copy ; that a "Teacher's Manual," to accompany the series before mentioned, be also prepared, such Manual to contain a large number of examples with illustrations as to how to teach, and full explanations of the drawings contained in the Manual, keeping constantly in mind the fact that many teachers had entered upon the practice of their profession before the present proficiency in drawing was exacted ; that in the preparation of the new series the fact that the present series makes too great a demand upon the time of teacher and pupil be kept in view.

The Minister did not seem to think there was any immediate prospect of these recommendations being carried out.

THE KINDERGARTEN DEPARTMENT.

Resolved, that our Association recommend the limit of Assistants' Certificate be three years, as in a third class certificate.

THE TRAINING DEPARTMENT.

Resolved, that in order that those taking active part in the programme of next year may have ample time wherein to prepare their papers, a committee be appointed for the purpose of selecting such subjects as will prove of interest to this Department, and that these subjects be apportioned either by this Committee or by the incoming Chairman and Director, among such members as are deemed suitable, to prepare papers on the same.

REPORT OF COMMITTEE ON A "COURSE OF READING IN PSYCHOLOGY AND THE SCIENCE OF EDUCATION SUITABLE FOR MODEL SCHOOL MASTERS."

I. That such a Course should include

- (1) Logic, (2) Pure Psychology, (3) Ethics, (4) The History, Theory and Art of Education.

II. That the Course might be so divided as to be taken in three years, as follows :

1st Year.

- a. Logic.....Jevons or Fowler. Reference, Minto, Davis.
- b. Psychology ... (1) McLellan,
(2) Kirkpatrick's Inductive Psychology,
(3) Ladd's Primer of Psychology,
For Reference, Wundt, "Human and Animal Psychology."
- c. History of Education.....Quick's Educational Reformers.
- d. Pedagogics.... (1) Payne, J., Lectures on the Science and Art of Education.
(2) Spencer, Education.

2nd Year.

- a. Psychology.... (1) Tracy, Child Study.
(2) Perez, First Three Years of Childhood.
(3) Sully, The Human Mind.
(4) Dewey's Psychology.
(5) James, Psychology—Chapters on Attention, Habit and Memory.
- b. Ethics.....a. Theory (1) James Seth.
(2) Hislop, Elements of Ethics.
(3) Green, Book II., Prolegomena of Ethics.
b. History. Sidgwick, Outlines.
Watson. Hedonistic Theories.
- c. History of Education..... (1) Compayre, History of Education.
(2) Laurie, Comenius.
- d. Pedagogics.... (1) Rosenkranz. Philosophy of Education.
(2) Payne, W. H., Contributions to the Science of Education.
(3) Bain, Education as a Science.

3rd Year.

- a. Ethics.....(a) Social (1) Mills Utilitarianism.
(2) Spencer's Data of Ethics.
(3) D. Y. Ritchie's Essays.
(4) Green's Essays on Political Obligation.
(5) J. G. Hume, Value of Ethics, Socialism.
- b. Introduction to Philosophy. (1) Descartes, Meditations and Methods.
(2) Spinoza by Caird.
(3) Leibnitz by Dewey.
(4) Morris on Kant.
(5) Watson on Comte, Mill and Spencer.

c. Pedagogics and
History of

Education. (1) Mahaffy, Old Greek Education.

(2) Grote's History of Greece, the time of Socrates, Plato and Aristotle.

(3) Thring, Theory of Teaching.

(4) Froebel, Education on Man.

(5) Compayre, Lectures on Pedagogy.

(6) McLellan's Psychology of Number.

(7) Lange, Apperception.

III. The Specialist Certificates, at present issued by the Education Department, are only indirectly qualifications for certain educational positions; your Committee, therefore, begs to recommend that a new Specialist Certificate be issued, having for its basis the foregoing Course, and only those holding this certificate shall be eligible for appointment as County Inspectors, Model School Inspectors, or for the position of Principal or Vice-Principal of a Normal School.

EXTRACT FROM REPORT OF COMMITTEE ON MODEL SCHOOL WORK.

That subjects of the Curriculum be—

1. The Science of Education, including (a) Psychology, (b) Logic, (c) Ethics.

2. The Art of Education, including (a) Methodology, (b) School Organization and School Law, (c) School Management, (d) Practice in Teaching:

3. History of Education.

4. Physiology and Hygiene.

5. Elocution.

6. Orthoepey and the uses of words and phrases.

7. Such review of subjects of non-professional course as is found necessary.

The Books recommended by Committee:—

Psychology.....1. Kirkpatrick's Inductive Psychology.

2. McLellan's Applied Psychology.

Logic Jevons.

School Organization

and Management..1. White.

2. (Reference) Baldwin.

History of Educa-

tion..... Quick (in part)

Physiology and Hy-

giene 1. Public School Physiology and Temperance.

2. (Reference) Huxley's Physiology.

Orthoepey and Study

of words and

phrases 1. Ayer's Orthoepeist.

2. Ayer's Verbalist.

Resolved, "That this Department learns with regret that it is the intention of the Minister of Education to abolish, after 1897, the granting of Non-Professional Specialists' certificates to any but those obtaining the degree of B.A., and respectfully asks the Minister to allow the existing regulations to stand, and that a copy of this resolution be forwarded to the Minister."

On the question of the "Proposed Changes in the Professional Training of Teachers" it was *resolved* that "In the opinion of the Training and Inspectors' Department, the

Regulations of the Education Department making the standard for passing the Model School examination uniform, was, under the circumstances, considered a change in the right direction; but the result is, that the supply of third class teachers is becoming too great in the wealthier and more populous counties; therefore, it is resolved, that in future the following percentages be required:—(a) for Provincial third class certificates each candidate be required to take 40 per cent. on each paper, 50 per cent. on the practical teaching, and 60 per cent. on the total.

(b) That County certificates may be granted to each candidate taking between $33\frac{1}{3}$ and 40 per cent. on each subject, 50 per cent. on practical teaching, and between 50 and 60 per cent. on the total, as the County Board considers expedient.

A committee was appointed to lay the resolution before the Minister of Education.

Resolved, “That the appointed members of the Entrance Examination Board should be teachers holding not lower than second class certificates, and engaged in teaching fourth and fifth book classes.”

THE INSPECTORS' DEPARTMENT,

Resolved.—That the Chairman appoint a committee of three to consult with similar committees from the other Departments to accomplish a closer union between the Public School Inspectors', Public School Teachers', Training and Kindergarten Departments.

Resolved.—That Messrs. Dr. Tilley, John Johnston and McBrien be a committee to draft a suitable resolution *re* the death of Inspector Scarlett.

“The committee appointed to confer with similar committees appointed by the different sections representing the Public School elements of the Association begs to report that, at a joint meeting of these committees, it was unanimously resolved to recommend that the afternoons of Wednesday and Thursday during the Annual Convention of the Educational Association be devoted, so far as the Public School Teachers', Kindergarten, Training and Public School Inspectors' Departments are concerned, to union meetings of these Departments.”

Resolved.—That, in the opinion of this Department, the regulations governing the Model School Examinations in 1893 and previous years should be restored.

Resolved.—That this Department of the Ontario Educational Association hereby records its sorrow on account of the sudden death of Edward Scarlett, late Inspector of Schools for the County of Northumberland—a position which he filled with so much credit to himself and acceptance to the people of that county for nearly half a century—and desires to convey to his sons and daughters the assurance of its deep sympathy with them in their sad bereavement. Our prayer is that the grace which sustained the father in his hours of sore bereavement after the death of his beloved wife, their mother, may bring consolation and hope to the children in this their time of sorrow.

Resolved.—That, “in the opinion of the Training and Inspectors' Departments, the Regulations of the Education Department making the standard for passing the Model School Examination uniform was, under the circumstances, considered a change in the right direction, but the result is that the supply of Third Class Teachers is becoming too great in the wealthier and more populous counties; therefore it is resolved that in future the following percentages be required:—

“(a) For Professional Third Class Certificates, each candidate be required to take forty per cent. on each paper, fifty per cent. on the practical teaching, and sixty per cent. on the total.

“(b) That County Certificates may be granted to each candidate taking between thirty-three and one-third per cent. and forty per cent. on each subject, fifty per cent. on the practical teaching, and between fifty per cent. and sixty per cent. on the total, as the County Board considers expedient.”

A committee was appointed to lay the resolution before the Minister of Education.

Resolved,—That the appointed members of the Entrance Examining Board should be teachers holding not lower than Second Class Certificates engaged in Fourth or Fifth Book Classes.

Resolved,—That this Department requests the Minister of Education to authorize a suitable spelling book (including the leading prefixes, affixes and roots of our language) for use in Public Schools.

Resolved,—That this Department learns with regret that it is the intention of the Minister of Education to abolish the granting of Non-Professional Specialists' Certificates after 1897 to any but those obtaining the degree of B. A., and would respectfully ask the Minister to allow the existing Regulations to stand, and that the Secretary forward a copy of this resolution at once to the Minister of Education.

Resolved,—That in the judgment of this section of the Ontario Educational Association, the time has come when measures should be taken to insure thorough sanitary inspection of all school premises at frequent intervals, and also the carrying into effect of the Truancy Act ; and as the enforcement of these laws by local officers has generally failed, it is our opinion that the duties of sanitary inspector and truancy officer might wisely be combined in one properly qualified person for each inspectorate, said officer to be appointed by the County Council, and to be accountable in sanitary matters to the Provincial Board of Health, and in truancy matters to the County Council or other body able to see that these are also thoroughly done.

Further it is suggested that each municipality should be required to contribute towards the salary of such an officer an amount equal to the average amount now paid to such local officers ; that the County Council shall pay an amount equal to all paid by the subordinate municipalities ; that this officer share in the fines made under his efforts, and shall not be dismissed without the approval of the Provincial Board of Health.

Resolved,—That teachers in rural sections may procure pens, pencils, and paper for their pupils and supply them at net cost, reporting to the trustees at the end of each term, amounts received and expended for the same.

THE TRUSTEES' DEPARTMENT.

Resolved,—That this Association memorialize the Honorable the Minister of Education to provide the different School Boards with the Consolidated School Law and School Regulations ; and from time to time also to supply any amendments thereto.

Resolved,—That whereas in publishing the results of Departmental Examinations only the members of the High School Districts together with the names of the successful pupils are published ;

And whereas it is most desirable that sufficient information be published to show the standing of each High School in the Province ;

Therefore be it resolved that this Department strongly recommends that in future the names of the High Schools, the names of the successful pupils, the number of pupils sent up for each examination, and the average number passed each examination, Primary, Junior Leaving, and Senior Leaving, be published, showing the schools in which the candidates were prepared.

2. FINANCIAL STATEMENT, 1895.

Name of Institute.		Number of Institutes.		Total Number of Members.		Government Grants.		Municipal Grants.		Members Fees.		Balances and other sources.		Total Receipts.		Printing, Postage, etc.		Libraries, Educational Journals, etc.		Miscellaneous.		Total Expenditure.		Balances.	
Brant	1	132	25 00	25 00	.....	143 44	193 44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Bruce, East	1	117	25 00	25 00	.....	93 32	143 32	69	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Bruce, West	1	38	25 00	25 00	10 00	112 45	172 45	7 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Carleton	1	13	25 00	25 00	.....	50 11	100 11	2 68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Dufferin	1	109	25 00	25 00	21 25	25	71 50	5 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Dundas	1	83	25 00	25 00	29 25	32 04	111 29	20 21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Durham	1	120	25 00	25 00	.....	199 15	249 15	13 77	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Elgin	1	195	25 00	25 00	.....	215 69	265 69	9 30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Essex, North (1)	1	60	25 00	50 00	.....	2 96	77 96	16 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Essex, South (2)	1	90	25 00	50 00	.....	86 66	161 66	36 75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Frontenac	1	152	25 00	25 00	.....	54 93	104 93	1 99	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Glengarry	1	92	25 00	25 00	.....	23 50	73 50	17 03	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Grenville (3 Leeds)	1	93	25 00	25 00	.....	47 06	97 06	3 04	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Grey, East (N)	1	43	25 00	25 00	.....	10 75	204 78	265 53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Grey, West	1	44	25 00	25 00	.....	16 75	104 25	171 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Grey, South	1	108	25 00	25 00	.....	13 00	203 19	266 19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Haldimand	1	110	25 00	25 00	.....	224 22	274 22	4 20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Haliburton	1	57	25 00	25 00	.....	21 75	71 75	7 95	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Halt	1	90	25 00	25 00	.....	161 07	211 07	2 15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Hastings, North	1	108	25 00	25 00	.....	148 02	214 02	20 10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Hastings, South	1	120	25 00	25 00	.....	162 18	212 18	4 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Huron, East (N)	1	124	25 00	25 09	.....	121 13	171 13	3 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Huron, West (S)	1	121	25 00	25 00	.....	47 36	112 61	10 95	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Kent, East	1	84	25 00	25 00	.....	22 00	291 00	16 37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Kent, West, and Chatham	1	127	25 00	25 00	53 50	18 16	121 66	5 26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Lambton, East (1)	1	114	25 00	25 00	36 00	81 83	167 83	72 03	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Lambton, West (2)	1	125	25 00	25 00	.....	42 66	92 66	52 75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Leeds, East (2)	1	75	25 00	25 00	.....	179 54	248 29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Leeds, West (1)	1	102	25 00	25 00	.....	100 38	150 38	7 41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Lennox	1	125	25 00	25 00	.....	144 85	217 85	11 12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Lennox and Addington	1	120	25 00	25 00	.....	24 22	49 22	4 24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Lincoln	1	112	25 00	25 00	.....	168 38	218 38	6 80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Middlesex, East	1	120	25 00	395 00	.....	134 23	581 23	27 16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Middlesex, West	1	107	25 00	200 00	.....	85 37	344 37	46 87	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

Norfolk	1	142	25 00	50 00	50 29	125 29	59 90	59 90	65 39
Northumberland.....	1	49	25 00	25 00	187 36	257 36	5 65	66 35	191 01
Ontario	1	165	25 00	25 00	105 12	155 12	6 75	35 50	119 62
Oxford	1	62	25 00	25 00	169 89	175 39	9 30	64 02	111 37
Peel	1	106	25 00	25 00	181 11	231 11	12 00	85 75	145 36
Perth	1	175	25 00	25 00	20 00	70 00	13 30	52 40	17 60
Peterborough	1	113	25 00	25 00	29 50	153 70	16 65	99 93	53 77
Prescott and Russell	1	150	50 00	25 00	74 20	250 00	4 90	99 93	53 77
Prince Edward	1	90	25 00	25 00	190 54	2 00	24 90	170 49	94 93
Renfrew	1	73	25 00	25 00	113 90	163 90	21 10	68 97	94 93
Simcoe, North	1	66	25 00	25 00	57 01	123 51	35 08	68 43	55 08
Simcoe, South	1	53	25 00	25 00	128 18	191 43	48 75	82 56	108 87
Simcoe, East	1	61	25 00	25 00	13 25	140 00	1 89	36 35	103 65
Stormont	1	30	25 00	25 00	27 00	92 36	31 25	92 36	151 02
Victoria, East	1	27	25 00	37 50	134 27	203 52	9 50	52 50	151 02
Victoria, West	1	75	25 00	25 00	6 75	65 36	50 05	54 05	11 31
Waterloo	1	87	25 00	25 00	15 36	233 73	164 04	186 54	97 19
Welland	1	133	25 00	45 00	190 23	283 04	8 40	119 02	114 02
Wellington, North	1	65	25 00	25 00	163 04	109 50	9 50	65 28	44 22
Wellington, South	1	158	25 00	25 00	43 00	142 46	44 39	44 39	98 07
Wentworth	1	101	25 00	25 00	92 46	120 58	9 50	31 00	89 58
York, North	1	60	25 00	25 00	53 33	291 29	51 25	181 73	109 56
York, South	1	44	25 00	50 00	212 79	193 00	14 25	106 51	86 49
Algoma, No. 1, East	1	33	25 00	25 00	96 00	54 30	6 29	31 26	23 04
Algoma, No. 2, West	1	25	25 00	25 00	29 30	65 25	2 05	10 60	54 65
Algoma, No. 3, M. L. I.	1	43	25 00	20 00	26 27	71 27	4 13	35 73	35 64
Muskoka, East	1	75	25 00	25 00	15 25	83 25	5 25	6 00	77 25
Nipissing	1	20	25 00	25 00	58 25	49 92	10 00	49 92	30 78
Parry Sound, East	1	39	25 00	25 00	21 92	93 79	46 75	63 01	56 83
Parry Sound, West	1	40	25 00	25 00	9 75	62 64	75	5 81	51 39
Hamilton	1	168	25 00	25 00	36 14	74 27	7 50	22 88	51 39
Kingston	1	53	25 00	25 00	24 27	95 23	15 38	43 53	51 70
London	1	130	25 00	25 00	15 25	271 17	28 18	149 35	121 82
Ottawa	1	146	25 00	25 00	169 47	139 80	69 08	23 91	115 85
St. Catharines	1	426	25 00	50 00	82 80	220 32	7 00	86 41	133 91
Toronto	1	32	25 00	25 00	142 82	612 47	76 48	279 41	33 06
Guelph	1	50	25 00	25 00	455 97	111 47	98 60	50 01	61 46
Peterborough	1	56	15 00	30 00	61 47	40 50	29 01	39 15	1 35
Windsor and Walkerville	1	507	30 00	30 00	40 50	145 30	28 00	89 50	55 80
Ontario Educational Association	1	507	30 00	30 00	90 30	1370 00	554 88	1,421 25	248 75
Total, 1895	74	7,883	2,125 00	2,302 50	8,134 32	13,622 77	1,016 64	7,411 58	6,211 19
" 1894, ...	73	7,630	2,100 00	2,231 85	7,054 58	12,384 77	2,062 61	6,527 43	5,857 34
Increase	1	247	25 00	70 65	1,079 74	1,238 00	452 75	884 15	353 85
Decrease .....	.....	.....	.....	.....	.....	.....	70 14	1,407 04	.....

APPENDIX H.—DEPARTMENTAL EXAMINATIONS, 1896.

I.—ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Name of School.	Entrance Examination, July, 1896.		Public School Leaving Examination, July, 1896.		
	Examined.	Passed.	Examined.]	Passed	Passed Entrance on Public School Leaving Papers.
Alexandria	93	48	16	7	8
Almonte	59	37	5	3	2
Arnprior	64	41	3	2	1
Arthur	47	31	1	0	1
Athens	96	34	20	3	12
Aurora	57	39	17	9	3
Aylmer C. I.	76	49	8	2	5
Barrie C. I.	112	55			
Beamsville	45	36	2	2	0
Belleville	231	166	12	8	0
Berlin	106	77	6	2	4
Bowmanville	78	55	16	6	9
Bradford	40	23	4	1	3
Brampton	96	53	7	4	3
Brantford C. I.	252	156	19	11	5
Brighton	29	20	4	2	2
Brockville C. I.	129	91	2	1	1
Caledonia	61	28	4	3	1
Campbellford	42	33	1	0	0
Carleton Place	60	49	5	4	1
Cayuga	38	26	No	Exam.	
Chatham C. I.	131	100	7	2	3
Clinton C. I.	84	59	40	29	9
Cobourg C. I.	86	59	2	2	0
Colborne	51	37	11	7	0
Collingwood C. I.	82	55			
Cornwall	146	80	10	1	4
Deseronto	53	40	1	0	0
Dundas	74	55			
Dunnville	87	41	2	1	1
Dutton	55	36	22	10	12
Elora	32	21	1	0	0
Essex	34	19	2	1	0
Fergus	85	65	7	5	1
Forest	26	18	5	3	2
Galt C. I.	164	68	33	13	12
Gananoque	64	47	4	4	0
Georgetown	60	45	6	4	0
Glencoe	65	45	9	5	4
Goderich C. I.	86	55	22	10	9
Gravenhurst	40	13	4	1	0
Grimsby	38	29			
Guelph C. I.	195	122	8	3	0
Hagersville	63	37	6	3	2
Hamilton C. I.	440	301	110	46	7
Harriston	47	32	4	3	1
Hawkesbury	35	17			
Ingersoll C. I.	71	56	6	6	0
Iroquois	63	36	8	2	0
Kemptville	84	28	12	6	6
Kincardine	67	48	8	6	2
Kingston C. I.	187	139	17	14	3
Lindsay C. I.	102	73	2	1	0
Listowel	52	37	9	2	7
London C. I.	399	321			
Lucan	124	75	16	12	2
Madoc	74	41	9	6	0
Markham	155	114	19	14	5
Mitchell	64	38	10	4	1
Morrisburg C. I.	99	49	8	2	0
Mount Forest	85	51	4	3	1

APPENDIX H.

Name of School.	Entrance Examination, July, 1896.		Public School Leaving Examination, July, 1896.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leaving Papers.
Napanee C. I.	126	70	6	3	3
Newburgh	97	59	11	5	1
Newcastle	23	14	5	4	0
Newmarket	76	42	3	3	0
Niagara	29	22			
Niagara Falls C. I.	49	34			
Niagara Falls South	57	50	4	1	0
Norwood	76	43	28	17	9
Oakville	39	36	2	2	0
Omeme	32	17	4	1	0
Orangeville	68	54	15	9	5
Orillia	98	60	2	2	0
Oshawa	97	68	10	7	3
Ottawa C. I.	318	188	46	26	16
do Water St. Convent			11	10	1
Owen Sound C. I.	144	69	3	3	0
Paris	48	37			
Parkhill	70	30	17	10	7
Pembroke	92	66	22	13	4
Perth C. I.	97	71	5	2	3
Peterborough C. I.	178	96	1	1	0
Petrolia	62	39	1	1	0
Pictou	145	72	10	2	1
Port Arthur	48	20	4	1	1
Port Dover	42	24			
Port Elgin	66	54	5	4	1
Port Hope	74	46			
Port Perry	106	75	13	9	4
Port Rowan	43	27	7	6	1
Prescott	68	43			
Renfrew	98	65	12	9	3
Richmond Hill	52	34	1	1	0
Ridgetown C. I.	66	37	22	14	3
Sarnia C. I.	173	91	9	4	1
Seaforth C. I.	43	32	41	4	18
Simcoe	94	54	8	6	2
Smith's Falls	60	36			
Smithville	19	10			
Stirling	50	23	2	0	0
Stratford C. I.	118	80	11	2	5
Strathroy C. I.	147	84	56	21	7
Streetsville	38	29	3	2	1
St. Catharines C. I.	111	78			
St. Mary's C. I.	113	72	6	3	2
St. Thomas C. I.	163	110			
Sydenham	147	56	21	7	0
Thorold	32	26			
Tilsonburg	66	56	23	19	4
Toronto C. I. (Harbord Street)	246	127	69	44	16
“ “ (Jameson Avenue) ..	151	68	37	16	15
“ “ (Jarvis Street)	217	140	91	47	23
Toronto Junction	80	58	4	0	0
Trenton	47	33			
Uxbridge	65	39	8	6	2
Vankleekhill	61	21	10	1	4
Vienna	25	15			
Walkerton	63	42	5	4	1
Wardsville	21	10	12	3	8
Waterdown	27	16	5	5	0
Waterford	63	42	5	2	2
Watford	83	57	17	13	4
Welland	60	37	10	6	0
Weston	67	46	3	3	0
Whitby C. I.	82	59	12	8	4
Warton	64	29	2	0	0

APPENDIX H.

Name of School.	Entrance Examination, July, 1896.		Public School Leaving Examination, July, 1896.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leaving Papers.
Williamstown	64	34	8	6	2
Windsor C. I.	85	61			
Woodstock C. I.	212	71	21	13	8
Other Places.					
Aberfoyle	18	9	13	8	0
Allandale	41	31	9	7	2
Alliston	40	27	25	20	5
Alvinston	48	12	19	11	7
Ameliasburg	45	25	8	5	0
Amherstburg	35	12	6	4	2
Ancaster	40	31	10	7	2
Angus	12	8	8	6	1
Arkona	15	12	14	10	4
Avonmore	53	10	16	5	7
Ayr	32	16	8	4	1
Bancroft	12	4	1	0	0
Bath	32	26	20	12	8
Bayfield	18	10	6	2	4
Belle River	49	23	8	3	0
Beaverton	47	30	13	5	8
Beeton	8	7	6	4	1
Belmont	13	9	20	13	7
Binbrook	19	12	10	6	3
Blackstock	19	15	7	3	3
Blenheim	62	36	29	13	8
Blyth	16	10	7	7	0
Bobcaygeon	20	11	13	9	0
Bolton	47	27	15	7	8
Bothwell	12	9	8	6	0
Bracebridge	28	21			
Bridgeburg	38	27	26	24	0
Brigden	38	22	12	4	4
Brussels	42	30	18	9	8
Burks Falls	31	22			
Burlington	50	32	11	6	3
Cannington	54	38	11	8	3
Cardinal	22	10	7	5	2
Castleton	17	3	6	2	0
Charleston	25	9	12	10	2
Chatsworth	15	10	9	5	3
Chesley	63	41	8	5	1
Clifford	15	10	7	5	2
Comber	20	1			
Cookstown	43	30	5	2	3
Creemore	34	28	14	8	6
Crosshill	17	15	3	3	0
Cumberland	22	10	11	1	9
Delhi	46	19	19	10	6
Drayton	43	16	36	20	16
Dresden	42	27	25	18	6
Dundalk	25	10	12	6	3
Dungannon	36	21	18	12	4
Durham	55	34	7	5	2
Eganville	53	27	23	16	7
Eglinton	36	29	9	5	0
Elmira	20	10	1	0	1
Elmvale	25	4	15	6	9
Embro	45	39	11	9	2
Erin	65	40	15	13	1
Exeter	66	56	31	19	11
Fenelon Falls	37	16	14	9	0
Fingal	54	17	26	13	13

APPENDIX H.

Name of School.	Entrance Examination, July, 1896.		Public School Leaving Examination, July, 1896.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leaving Papers.
Flesherton	15	7	3	2	1
Florence	36	23	11	2	9
Fordwich	21	16	8	5	3
Gore Bay	14	9	14	12	1
Grand Bend	11	6	5	2	2
Grand Valley	26	14	8	7	0
Hanover	18	15	5	4	1
Harrow	21	5	8	2	2
Hastings	16	9	1	1	0
Hepworth	15	5	4	2	1
Hillsdale	4	0	5	5	0
Hornings Mills	6	6	4	4	0
Huntsville	19	10			
Jarvis	37	29	21	18	3
Kimberley	17	12	13	5	4
Kingsville	29	21	5	5	0
Kintail	20	9	19	11	6
Kirkfield	24	15	8	7	0
Lakefield	51	23	9	8	1
Lanark	41	20	19	7	12
Leamington	63	27			
Little Current	6	4			
London, East	237	104	102	43	21
Lucknow	29	24	7	5	2
Manitowaning	11	6	1	1	0
Markdale	33	16	15	10	4
Marshville	33	16	10	6	0
Mattawa	14	5	13	8	1
Meaford	35	24	4	1	1
Merlin	17	8	13	8	5
Merrickville	32	15	21	17	4
Midland	18	13	12	9	3
Millbrook	70	35	30	16	8
Milton	86	65	38	16	1
Milverton	37	21	10	4	6
Mount Hope	12	12	1	0	1
Newboro	87	39	22	17	3
New Hamburg	44	27	5	4	1
Neustadt	10	6			
North Bay	26	18	10	7	0
Norwich	44	25	3	1	2
Oakwood	15	9	5	2	2
Oil Springs	38	16	2	2	0
Orono	25	8			
Paisley	50	39	11	8	3
Pakenham	31	20	9	4	5
Palmerston	30	18	25	7	18
Parry Sound	37	27			
Pelee Island	3	0	4	3	0
Pelham S.S. No. 2	45	30	8	6	0
Penetanguishene	11	9	5	3	2
Plantagenet	22	10	15	5	8
Port Stanley	19	7	14	8	6
Raleigh S.S. No. 10	22	17	2	1	1
Rat Portage	15	11			
Richmond	55	29	42	19	10
Ridgeway	54	28	14	7	0
Rockton	31	17	14	9	5
Rockwood	29	18	18	14	0
Rodney	24	12	22	15	5
Rosemont	10	4	8	7	1
Russell	23	12	16	10	4
Sault Ste. Marie	30	26			
Schreiber	5	5			

APPENDIX H.

Name of School.	Entrance Examination, July, 1896.		Public School Leaving Examination, July, 1896.		
	Examined.	Passed.	Examined.	Passed.*	Passed Entrance on Public School Leaving Papers.
Selkirk.....	29	23	10	7	3
Shelburne.....	42	30	26	21	5
South Finch.....	50	21	3	2	1
Sparta.....	9	6	6	2	3
Spencerville.....	10	8	6	6	0
Springfield.....	32	18	10	6	3
St. Helens.....	9	7	7	6	1
Stayner.....	31	17	14	10	4
Stoney Creek.....	33	16	12	8	4
Strabane.....	25	20	4	2	2
Sturgeon Falls.....	3	1	2	2	0
Sudbury.....	11	10	3	2	0
Sutton West.....	24	7	12	3	4
Tara.....	21	11	17	7	6
Tecumseth.....	12	7	2	1	0
Teeswater.....	22	14	14	8	6
Thamesville.....	34	22	19	11	6
Thedford.....	19	14	11	9	2
Thessalon.....	14	10	5	4	1
Thornbury.....	37	22	14	1	5
Tilbury.....	17	9	6	4	2
Tiverton.....	14	11	1	1	0
Tottenham.....	34	27	19	16	3
Tweed.....	31	25	14	12	0
Wallaceburg.....	59	44	8	4	4
Warkworth.....	45	37	20	14	2
Waubashene.....	37	28	4	3	0
West Lorne.....	35	17	11	8	3
Westport Separate School.....	24	9	13	6	4
West Winchester.....	130	56	51	27	6
Wheatley.....	21	13	7	4	3
Wilkesport.....	18	6	1	0	1
Wingham.....	55	46	23	22	1
Wooler.....	18	10	5	3	2
Wroxeter.....	28	25	16	12	3
Wyoming.....	55	40	15	11	4
Zurich.....	23	18	21	12	8
SUMMARY.					
Collegiate Institutes.....	5,534	3,446			
High Schools.....	6,067	3,807			
Other places.....	5,095	2,987			
Grand total.....	16,696	10,240	3,239	1,836	839
COMPARISON WITH JUNE, 1895.					
Increase.....		191	609	478	201
Decrease.....	327				

2. PUBLIC SCHOOL LEAVING EXAMINATION, 1896.

Counties.	Number of successful candidates.	Amount of grant.	Counties.	Number of successful candidates.	Amount of grant.
		\$			\$
Brant	13	65	Peel	26	130
Bruce E.	18	90	Perth	14	70
Carleton	42	210	Peterborough	25	125
Dufferin	48	240	Prescott and Russell	15	75
Dundas	25	125	Prince Edward	7	35
Durham	34	170	Renfrew	39	195
Elgin	82	410	Simcoe	98	490
Essex ..	19	95	Stormont	8	40
Frontenac	9	45	Victoria	45	225
Glengarry	14	70	Waterloo	9	45
Grey S.	31	155	Welland	49	245
Grey E.	8	40	Wellington	77	385
Haldimand	31	155	Wentworth	36	180
Halton	27	135	York	37	185
Hastings	26	130	Nipissing and Parry Sound	19	95
Huron	152	760	Algoma	17	85
Kent	88	440	Total	1,599	7,995
Lambton	68	340	Too late for grant 1896 :—		
Lanark	18	90	Bruce	34	170
Leeds and Grenville	63	315	Grey W.	5	25
Lennox and Addington	20	100	From 1894—Omitted by Inspector :—		
Lincoln	5	25	Kent W.	3	15
Middlesex ..	96	480	From 1895—Too late for grant :—		
Norfolk	26	130	Durham	1	5
Northumberland	31	155	Lambton No. 1	21	105
Ontario	36	180	Huron	1	5
Oxford	48	240		26	130

APPENDIX I.—*CERTIFICATES.**(Continued from Report of 1895.)*

1. NAMES OF PERSONS WHO HAVE RECEIVED INSPECTORS' CERTIFICATES.

Attwood, Albert E., B.A.	Kilmer, Ernest Elgin Clifford.	Paterson, Rich. Allan, B.A.
Dickson, Jas. D., B. A.	Lang, Augustus Edw., B.A.	Power, John Francis.
Huff, Samuel.	Marshall, John, M.A.	Williams, William, B.A.

2. NAMES OF PERSONS WHO HAVE RECEIVED HIGH SCHOOL PRINCIPALS' CERTIFICATES.

Armstrong, Wm. Gilnochie, M. A.	Govenlock, Wm. M., B.A.	McCaig, James J., B.A.
Aubin, Alfred L., B.A.	Hammill, George, B.A.	McKee, Geo. Albert, B. A.
Baker, Herbert Wm , B.A.	Howard, John Franklin, B.A.	McDougall, Neil, B.A.
Bell, Frederick Henry, B.A.	Irwin, William, B.A.	Mills, George K., B.A.
Carter, Janet Wishart, B.A.	Ker, David Blain, B.A.	Murray, Thomas, B.A.
Clarke, Wm., B.A.	Knox, Robert Hunter, B.A.	Payne, John Charles, B.A.
Dickson, James Dickson, B.A.	Libby, Walter Henry, B.A.	Reid, Robert, B.A.
Galbraith, Wm. James, B.A.	Lang, Augustus Edw., B.A.	Rogers, George Franklin, B.A.
Gavin, Frederick P., B.A.	Marshall, John, M.A.	Skeele, James E., B.A.
Gilfillan, James, B.A.		Weidenhammer, Wm. B., B.A.

3. NAMES OF PERSONS WHO HAVE QUALIFIED AS HIGH SCHOOL ASSISTANTS.

Albarus, Hedwig S., B.A.	Jenkins, Robert Smith, B.A.	Srigley, Edgar Cooper.
Birchard, Alex. Fraser.	Macdonald, Nerva.	Smith, Minnie, B.A.
Campbell, Archibald Louis.	McIntosh, Wm. D., B.A.	Stewart, Frederick Alfred, B.A.
Cheswright, Richard C.	McCutcheon, Carlotta J. K.	Smith, Claribel, B.A.
Eldon, W. H.	Myer, Albert Nicholas, B.A.	Voaden, John.
Glassey, David Alex., B.A.	Norris, James, M.A.	Walrond, Thomas James.
Horton, Charles W.	Reid, Robert, B.A.	Walks, Robert Hilton, B.A.
	Storey, Wm. E.	Warren, Jas. McIntosh, B.A.

4. NUMBER OF PUBLIC SCHOOL TEACHERS' CERTIFICATES.

Third, Second, and First Class.	Male.	Female.	Total.
Third Class per County Model School Reports.....	561	988	1,549
Second Class—			
From Ontario Normal College.....	24	34	58
Ottawa Normal School.....	75	113	188
Toronto Normal School	68	179	247
First Class	58	20	78
Total.....	786	1,334	2,120

District Certificates.

County or District.	Number of candidates.	Number who obtained certificates.
Algoma.....		
Frontenac	40	19
Haliburton	46	15
Hastings.....	6	5
Parry Sound.....	59	41
Prescott and Russell	25	15
Renfrew	48	21
French District Certificates.		
Plantagenet.	52	29
Ottawa	11	9

5. LIST OF PROVINCIAL CERTIFICATES GRANTED BY THE EDUCATION DEPARTMENT

Name.	Grade.		Name.	Grade.	
	First class.	Second class.		First class.	Second class.
*Armstrong, Edith Charity		1	Campbell, Elizabeth Mary		1
*Airth, Edith		1	Chalmers, Violet		1
Amy, Emma		1	*Chapman, George Randolph		1
Alexander, Arthur D.		1	*Coultes, Edgar Simkin		1
Armstrong, Harry		1	Creighton, Arthur		1
Anderson, Roderick J	1		Caldwell, Margaret Mary		1
Adair, Jean		1	Campbell, Bertha Rose		1
Amos, Thomas Alfred		1	Campbell, Ella		1
Anderson, Anna Jean		1	*Corneil, Letitia Mary		1
Archer, Nellie Odessa		1	Crough, Annie		1
Armstrong, Fanny J		1	Campbell, Daniel Webster		1
Allen, Wilson		1	Chamney, Edward		1
Anderson, John Wm.		1	Conley, Geo. Alb.		1
Baird, Catharine Lavinia		1	Campbell, Daniel A	1	
*Balfour, Elizabeth		1	Carefoot, George A	1	
Batt, Libbie		1	Collins, Harry	1	
*Bickell, Emma Grace		1	Cooper, Alex. B.	1	
*Blackmore, Elsie		1	Currie, Alex. M.	1	
*Bowling, Catharine Mary		1	Campbell, Archibald L.	1	
Breckenridge, Nellie		1	Conn, Henry	1	
Brighty, Jane		1	Cathro, Elizabeth D.	1	
*Brown, Crissy Blanche		1	Chegwin, Katharine	1	
Brown, Jessie		1	Cesar, Lawson		1
Bruce, Hortense L.		1	Campbell, Louis C.		1
*Butler, C. Annie		1	Croskery, Robert A		1
*Brown, Joseph A		1	Campbell, Minnie		1
Brunning, Wm. Henry		1	Cockburn, Mary		1
*Banting, Annie		1	Colling, Emma M.		1
Beveridge, Isabel		1	Copeland, Harriet E.		1
Buchanan, Emilie Orr		1	Colling, John Knowles		1
Bentley, Percy David		1	*Cameron, Charles		1
Boggs, Edward		1	Campbell, Charles O.		1
Brack, Chas.	1		Chant, Christopher Wm.		1
Branion, Albert	1		Clement, Samuel B.		1
Beckett, Samuel J.		1	Coombs, Geo. Robert		1
Brown, Lyman		1	Corbett, John Alex.		1
Baker, Ada H.		1	Corneil, Norman Albert		1
Bell, Ethel		1	Curtis, Richard A		1
Botsford, Annie May		1	Callard, S. Annie		1
Bowes, May	1		Campbell, Margaret Miller		1
Birchard, Alex. Fraser		1	*Carlyle, Margaret		1
Barnes, Gordon A. S.		1	Christie, Sarah Jane		1
*Bernath, Charles		1	Causgrove, Rose		1
Brown, Geo. Thos. Claude		1	Causgrove, Dolly		1
Backhouse, Hannah Elora		1	*Clipperton, Mrs. Ida M.		1
Baker, Hannah B.		1	*Cannon, Lilly		1
Barker, Ethel Maude		1	Cullen, Blanche Ethelwyn		1
Barlow, Catharine Isabel		1	Clow, Charles Norman		1
Beattie, Annie Louisa		1	*Cooper, Nelson George		1
Beynon, Maud		1	Countryman, Hugh		1
*Beynon, Josephine M.		1	Carter, Flora Emeline		1
Birch, Alice Jane		1	Carter, Annie Femima		1
Brewster, Violet		1	Casey, Mary		1
Benson, John Edwards		1	Cheney, Hilda B.		1
Black, James Henry		1	Cornyn, Mary		1
Border, Robert		1	Cross, Bessie		1
Breckenridge, Matt Arnold		1	Carroll, Michael Jos.		1
Berry, Elizabeth Jane		1	*Dodd, Hattie		1
Berry, Rachel		1	*Dickson, Agnes Belle		1
Bridgeman, Lizzie Mabel		1	*Dicks, David		1
Barrett, Hugh Massey	1		Doupé, Samuel A.		1
Clarkson, Charles Harold	1		*Dryden, Jas. Mair		1
			Derby, Theresa Maggie		1

LIST OF PROVINCIAL CERTIFICATES.

Name.	Grade.		Name.	Grade.	
	First class.	Second class.		First class.	Second class.
Douglas, Nellie		1	Gordon, Eliza		1
Drewry, Lillian		1	Gordon, Mary Emily		1
Droogan, Lilly		1	Graves, Eliza J		1
Droogan, Maggie		1	*Gillespie, Peter		1
Durnan, Charles	1		Glenn, Isabella Jane		1
Davidson, Jean	1		Griffis, Emma		1
Penyes, James M		1	Griswold, Annie Dorothy		1
Dales, Effie		1	*Gamble, Charles Leslie		1
De Beauregard, Esther T.		1	Gillespie, Gilbert Frank		1
Dingle, Grace K		1	Gillies, Ferdinand C		1
Duff, James	1		Green, Leslie Arnold	1	
*Douglas, Robert		1	Gillespie, Peter	1	
*Dadson, Edith Louise		1	Garbutt, Geo. Edward		1
Dainty, Maud E		1	Gibson, Minnie Ric.		1
Dale, Florence Elsie		1	Glen, Floy Isabel		1
Davidson, Mary		1	Groves, Wm. E	1	
Davidson, Welhelmina		1	*Goodland, Anna Viola		1
Dickson, Lizzie		1	Gray, Christina		1
Douglass, Margaret		1	Gray, Millie		1
Day, John Wilfred		1	Gundry, Hannah Addie		1
De Pencier, Charles Richard		1			
*Dunbar, John B		1	Halliday, Mary Jane		1
Daverne, Emma Catharine		1	*Hayne, Mary		1
Doak, Ada		1	Heake, May Clara M.		1
Donaldson, Sopha		1	Henderson, Minnie		1
			*Har ley, John		1
Fmpey, John M	1		*Hawkey, Edward Herbert		1
Elliot, Fannie		1	Haight, Agnes Annetta		1
Evans, Susie Minerva		1	Haines, Mary		1
Eubank, Annie		1	Harris, Tryphena		1
Eastman, Ernest Roy		1	Hart, Unis		1
Edmonds, Walter E		1	Hawkey, Violet		1
Edgar, Carrie K		1	Hutton, Iva Mabel		1
Edwards, Otto R.		1	Huycke, Eda A		1
*Enler, Wm. D		1	Hall, John		1
*Eagle, Emily		1	*Hedley, Jas. Walter	1	
Ellis, Lila Margaret		1	Hollingshead, Edgar		1
Evans, Clara Elizabeth		1	Hallett, Fred T	1	
			Higginson, Maria A	1	
*Ferguson, Alice Agnes		1	Hislop, Mattie L	1	
*Flemming, Ottie		1	Hendry, Wm. B		1
*Firth, Alex		1	Hamilton, Jean		1
*Farewell, Sylvin Adelia		1	Hannah, Winnie A		1
*Frost, Mary Ethel		1	*Harding, Nina May		1
Forbes, John W	1		Hawkins, Susan		1
Ford, Harry E		1	Hillock, Janie S		1
Fallis, Allen B	1		Hogg, Agnes J		1
*Farewell, Elias E	1		Hooper, Ralph E		1
Fleming, Thos. Robertson		1	*Hendrick, Archer Wilmot	1	
Foster, Joseph H		1	Hagerman, Myra		1
Ferguson, Lizzie		1	Hamilton, Joan		1
*Faw, Edward	1		*Harmer, Emily		1
*Fischer, Peter		1	Howson, Minnie Elizabeth		1
*Ford, George		1	Hunter, Sarah Anne		1
Feehan, Katie		1	Hagan, Jas. Williams		1
Finlay, Lina		1	*Hickey, Jos. Peter		1
Frost, Mary		1	Henderson, Jessie Black		1
Forhan, John	1		Hamilton, May		1
			Hannah, Susan		1
Galbraith, Lottie		1	Hayes, Eureka		1
Garden, Eliza		1	Hilliard, Jennie		1
Gessner, Lizzie		1	Holmes, Margaret		1
*Golden, Charlotte		1	Hunter, Lavonia Ruth		1

* Honors.

LIST OF PROVINCIAL CERTIFICATES.

Name.	Grade.		Name.	Grade.	
	First class.	Second class.		First class.	Second class.
Irwin, Wm. Snider		1	Longhurst, Mary Ellen		1
Irvine, Maud		1	Luscombe, John		1
Ivey, Arthur Ray		1	Lindsay, Jessie Maria		1
Ivey, Thos. J		1	Lindsay, Lizzie		1
James, Isabella Lillian		1	MacLennan, Hattie		1
*Jenkins, Eva Esther		1	McGee, Jessie		1
*Jennings, Minnie Mabel		1	Moshier, David Dingman	1	
Johnston, Edw. J. A.		1	Mason, Carrie Eliz.		1
Johnson, Annie		1	Maxwell, Minnie		1
Johnson, Katie		1	*Meharry, Letty Estelle		1
Jickling, Roland		1	Meredith, Carlotta E.		1
*Johnstone, Matthew		1	Millar, Margaret Garvin		1
Jones, George M.		1	*Millar, Alberta		1
Johnston, Marjorie		1	*Mitchell, Janet		1
Johnston, Ashley Cooper C.		1	Moore, Minnie Wordsworth		1
Johnston, Wm. Ballantyne		1	Morrison, Jessie Isabella		1
Jeckell, Adelaide Victoria		1	Morrison, Maggie Ellen		1
Jervis, Ewin Whigg.		1	Mowat, Laura Elizabeth		1
Jones, Geo. Samuel		1	*Mann, John Henry		1
Johnston, Jas. Linton	1		*Martin, J. Hermann		1
Keogh, Lucius R.	1		*Mittlefehldt, Fred		1
Kay, Alice		1	Macken, Norina		1
Kelly, Margaret		1	Mowbray, Adelaide L.		1
Kennedy, Kate		1	Murray, Myrha		1
Killen, Bessie		1	Montgomery, Jas		1
*Killoran, Annie		1	Morrish, Henry		1
Kincaid, Kate Jeffers		1	Martin, Robt. B.	1	
*King, Bertha		1	Milne, Fred	1	1
Kyle, Margaret		1	Morden, Lucetta	1	
*Karr, Wm. John		1	Morrison, Mary B.	1	
Kehoe, Lizzie		1	Morris, Fred K.	1	
Kitto, Ella Mabel		1	Morrow, Jno. D.		1
Kavanagh, Jas. E.	1		Mowbray, Wm.		1
*Kent, Eleanor	1		Mason, Ruby E. C.		1
King, Wm. Wallace		1	*Menish, Isabel Janet		1
Kirkwood, Wm. A.		1	Moore, James		1
Kelly, Henry		1	*Morden, Jas. Cathenour		1
Kidd, Wm. Livingstone		1	Munns, Arthur C.		1
Kaempf, Jessie L.		1	Melville, Jessie A.		1
Kelly, Martha		1	*Milliken, Grace Ch.		1
Kerr, Alice J.		1	Morgan, Clara		1
King, Daisy		1	Murdoch, Jessie		1
Keegan, Jos.		1	Macdonnell, Mary Anne		1
Kerfoote, Horace Watson		1	Mitchener, Jas.		1
King, Thos. Patrick		1	Maine, Oscar		1
Kelly, Margaret Ellen		1	Monkman, Jno. Alfred		1
*Kenney, Margaret Elizabeth		1	Monsinger, Wm.		1
Knight, Chas. Herbert		1	*Monroe, Chas. Cranfield		1
Lang, Maggie Susannah		1	Macpherson, Louie		1
*Langton, Edith Marion		1	Marlatt, Annie Marg.		1
*Large, Mary Edith		1	Muir, Marg. Ann		1
Lee, Samuel O.	1		McKim, Wm. Andrew	1	
Leek, Minnie		1	McCallum, Frank	1	
*Livingstone, Jeannie T.		1	MacNevin, Birdie		1
Donergan, Jas.		1	McEvoy, Cora R.		1
Lee, Chas. Henry	1		McCleary, Emily		1
Lane, Jas. Stanley		1	McDonald, Ellathea		1
Laing, Laura A.		1	McIntyre, Minnie		1
Lainz, Jessie K.		1	*McKee, Hannah		1
Lamphier, Augusta		1	McGregor, Annie	1	
Little, Ida Harvey		1	McLachlan, Katharine F.		1
			McMaster, Jessie		1
			*McQuien, Jessie		1

* Honors.

LIST OF PROVINCIAL CERTIFICATES.

Name.	Grade.		Name.	Grade.	
	First class.	Second class.		First class.	Second class.
McKay, Jno. M.		1	*Reid, Hattie Anne.		1
*McKim, Thos.		1	*Reid, Ida Christina.		1
McNulty, James Augustus.		1	Reid, Margaret Anne.		1
*MacNish, Edna Josephine.		1	*Robertson, Maud E.		1
MacDougall, *Eliz.		1	Rogers, Amelia.		1
MacEwan, Annie B.		1	Ronald, Grace.		1
Macrae, Agnes.		1	*Rothwell, Nellie.		1
McAllister, Jennie.		1	Raleigh, Margt.		1
McConnell, Maude M.		1	Raymond, Eliza.		1
McGregor, Sarah Jane.		1	Robinson, Fanny M.		1
McKay, Clarissa.		1	Rebelski, Gottfried.		1
*McEwan, James.		1	*Relyea, Thos. Geo.		1
McIntosh, Robt. J.		1	Richardson, Geo. Edw.		1
McLaughlin, David.	1		Roberts, Jos.		1
MacKerracher, Mary.	1		*Robson, Asa Wingate.		1
MacDougall, Isabella J.	1		Robinson, Jno.	1	
McInnis, C. Bella.	1		Rose, Cephas.	1	
McClain, Clara.		1	Rosebrugh, Alice.		1
McGill, Agnes.		1	Rowson, Alice G.		1
McDonald, Bertha.		1	*Rennie, Wm. Henry.		1
McEwan, Lillias.		1	*Rush, Myron Leslie.		1
McKinnon, Mary.		1	Reed, Nettie.		1
*McLaurin, Jennie.		1	*Rigsby, Maud A.		1
*McMonies, Ada C.		1	Robinson, Isabe.		1
McKay, Chas. Jno.		1	Ryan, Laura.		1
McArthur, Hector.		1	Richardson, Fred. Thos.		1
McMillan, Geo.		1	Robertson, Jas. McD.		1
McGillis, Ella.		1	Rowe, Wm. J.		1
		1	Reade, Elz. Georgina.		1
*Nairn, Nellie.		1	*Robertson, Marg. Helen.		1
Nicol, Isabella T.		1	Rose, Dora McKay.		1
Neilson, James.	1		Robinson, Janet Ferguson.	1	
Northwood, Margaret A.		1			
Nugent, Josephine.		1	Silverwood, Annie Ida.	1	
Nurse, Flo. Amelia.		1	Sabiston, Annie Linklater.		1
		1	Scott, Annie.		1
O'Brien, Elizabeth.	1	1	Shaver, Alice.		1
Ochenden, Kath.		1	*Shaw, Louise W.		1
O'Connor, Michael J.	1	1	Smith, May.		1
O'Rourke, Mary.		1	Summerville, Blanche.		1
O'Conner, Danl. Gabriel.		1	Squires, Maud P.		1
O'Brien, Maggie T. A.		1	Stevenson, Emma M.		1
		1	Stephenson, Mary Eleanor.		1
Parkes, Elsie Ann.		1	*Summerhayes, Mabel.		1
Phillips, Maude E.		1	Switzer, Allie T.		1
Purvis, Lizzie.		1	Slaughter, Geo. Wm.		1
Parkinson, Carrie.		1	Snell, Thos.		1
Paul, Ida Agnes.		1	*Sorsoleil, Milton A.	1	
Philp, Lillie.		1	Stephenson, Edw. Scott.		1
Pierce, Sarah Keat.		1	*Sanderson, Adela.		1
Preston, Ida L.		1	Smith, Sarah.		1
Purdy, Gertrude.		1	Stewart, Lizzie.		1
Plewes, J. Warcup.	1		Scarow, Allen N.	1	
Phippen, Mabel M.	1	1	Smith, Arthur W.	1	
Plewes, Ethel D.		1	Stubbs, Saml. J.	1	
Pound, Minnie V.		1	Sovereign, Laurence A.	1	
Profeit, Alex. Jas.		1	Shannon, Saml.		1
*Parson, Annie.		1	Silverthorn, W. Leslie.		1
Patterson, Annie B.		1	Steen, Christine A.		1
Pettapiece, Wm. Jas.		1	Sutherland, Mary H.		1
Prentiss, Jas. A.		1	*Sanderson, Leonard D.		1
Perry, Jennie M.			Serviss, Herb. E.		1
Poole, Frank C.	1	1	Shepherd, Thos. R.		1
			Spotton, Geo.		1

* Honors. ** Honors and Medallist.

LIST OF PROVINCIAL CERTIFICATES.

Name.	Grade.		Name.	Grade.	
	First class.	Second class.		First class.	Second class.
Strachan, Campbell C.....		1	Trussler, Maud.....		1
Shaver, Flo.....		1	Thibaudeau, Pythagoras.....		1
Skelton, Margaret.....		1	Thompson, Libbie E.....		1
Smibert, Martha J.....		1	Todd, Minnie Dell.....		1
Smith, Ella Jane.....		1	Tolhurst, Mary Eliz. Louise.....		1
Smith, Nina A.....		1	Tice, Thorpe Carman.....	1	
Spence, Wm. David.....	1				
Sprentall, Helen R.....		1	Whyte, Eliz. C.....	1	
Sword, Jeannie.....		1	*Willson, Herbert Geo.....		1
Small, Sarah Jane.....		1	*Wark, Mary.....		1
Shaver, Peter Albert.....		1	Watterworth, Henrietta.....		1
Sheets, Willis.....		1	Whistle, Mary Ida.....		1
Southard, Philander S.....		1	Woods, Mary.....		1
Scott, Etta.....		1	*Wright, Ella Letitia.....		1
Sherwood, Eleanor I.....		1	Walton, Jeannette B.....		1
Staples, Mary.....		1	*Watts, Gertrude Estella.....		1
**Stevens, Harriet M.....		1	Wetherilt, May Elise.....		1
Stevens, Lucy.....		1	White, Ella.....		1
Summers, Louisa.....		1	Wilson, Mary Forgie.....		1
Smith, Innis John.....	1		Whitmore, Maria.....		1
			*Watterson, Thos. Albert.....		1
Taylor, Elizabeth Georgina.....	1		Waines, Wm. Leslie.....	1	
Thompson, Christina.....		1	Weekes, Edith A.....		1
Todd, Rachel.....		1	Weiland, Christina.....		1
Tyner, Jennie.....		1	Wilson, Maggie Isabel.....		1
Thomson, John.....		1	Whyard, Maud H. Z.....		1
Todd, David Smith.....		1	Wallace, Thos. Jos.....		1
*Turnbull, Wm. A.....		1	Wasson, Jno. Jas.....		1
Tier, Wm.....	1		Whyte, Wm. Gordon.....		1
Tarr, Stanbury R.....		1	Weir, Mage Ernestine.....		1
Tackaberry, Wilson H.....		1	Willits, Minnie.....		1
*Taylor, Jno. Gladstone.....		1	Wright, Edith Mary.....		1
*Taylor, Jas. Graham.....	1		Ward, Thos.....	1	
Torrie, Arthur Edward.....	1				
*Turnbull, Reginald H.....		1	Young, Nellie.....	1	
Tier, Jennie Kessick.....		1			

* Honors. ** Honors and Medallist.

NOTE.—The Second Class Certificate of Mr. Ephraim McIlmoyle, late teacher in the Co. of Peterborough, has been cancelled by the Board of Examiners under the provisions of Section 78 (8) of the Public Schools Act.

The Certificate of Miss Bella Price, late teacher in the County of York, has also been cancelled.

6. KINDERGARTEN CERTIFICATES.

<i>Directors.</i>		<i>Assistants.</i>	
*Armstrong, Jane.	McKellar, Tossie.	Angus, Helen.	Laidlaw, Kate M.
*Anning, Edith A.	Robertson, Ella.	Adams, Henrietta.	Laflamme, Sarah.
Anderson, Barrie.	Ross, Winnifred W.	Claypole, Grace.	McNab, Netta.
Bailey, Ethel A.	*Scroggie, Edith.	Deike, Elsie.	McLay, Hattie Jean.
Buchanan, Margaret Gordon.	Scott, Aggie M.	Devitt, Maggie.	*Pope, E. M. L.
Cannom, Ethel Alberta.	*Steele, Minnie.	Hall, Annie M.	Robinson, Lillie.
Chandler, Minnie.	Stark, Eva M.	Haddow, Georgie.	Summerhayes, Vio'et.
Dartnell, Florence K.	Taylor, Edith.	*Hastings, Blossom.	Smith, Gussie.
*Fuller, Minnie E.	*Walker, Cornelia Alice.	Harris, Collinette.	Sadler, A. Effie H.
Hansford, Fannie.	Yeomans, Mary.	Harrison, Ethelyn.	Sparling, Chryssa.
Harding, Mary Stevenson.		Hill, Edith.	Stark, Jennie C.
Hill, Minnie.		James, Mabel.	Thompson, Bertha.
Jewett, Eva Mildred.		*Johnston, Essytha.	Temple, Josephine.
Jones, Florence Helen.		Jackson, Charlotte.	Whitehouse, Nettie.
Murray, Kate.		Jewell, Ethel B.	Williamson, Agnes.
Messmore, Winnifred.		*Jupp, Lillie.	*Wighton, Evelyn A.
		King, Mildred.	Wyatt, Ethel.

* Honors

7. TEMPORARY AND EXTENDED CERTIFICATES ISSUED DURING 1896.

Counties.	Temporary Certificates authorized by the Minister of Education during the year 1896.	Third Class Certificates extended by the Minister of Education during the year 1896.
Glengarry.....		2
Stormont.....	1	
Prescott and Russell.....	6	
Carleton	2	
Leeds		2
Lanark.....	6	1
Hastings		1
Victoria.....	2	6
Ontario		2
York.....		2
Simcoe		5
Brant		1
Lincoln		2
Welland		4
Norfolk		1
Grey	2	1
Elgin		3
Kent.....	1	2
Lambton	1	1
Essex	13	11
District of Algoma.....		1
do Nipissing and Parry Sound	4	4
Eastern Ontario R. C. S. S.....	8	2
	46	54
Total, 1896.....	46	54
Total, 1895.....	102	58
Decrease	56	4

Of the fifty-four teachers whose Third Class Certificates were extended, thirteen obtained Second Class non-professional standing, and one Senior leaving standing. The periods of service were :

Three years and under	15
Four to six years	10
Seven years and over.....	29

APPENDIX K.—*SUPERANNUATED TEACHERS, 1896.*

(CONTINUED FROM REPORT OF 1895.)

(1) *Allowances granted during 1896.*

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				\$ c.
977	J. O. Brueckner.....	62	30	180 00
978	John King.....	54	27	162 00
979	R. W. Vollick.....	59	28	182 00
980	D. D. Allen.....	46	23	157 00
981	Robt. Fletcher.....	52	21	147 00
982	Alex. McDonald.....	46	20½	141 50
983	G. W. Sine.....	57	24½	159 50
984	R. R. Coutts.....	45	8	50 00
985	Stanley Spillett.....	53	26	176 00
986	R. H. McMaster.....	48	22	147 00
987	Andrew Duff.....	57	20	140 00
988	W. W. Pegg.....	60	37	222 00
989	Alex. Kennedy.....	61	29	203 00
990	Wm. H. Minchin.....	57	33	223 00
991	S. B. Westervelt.....	60	33½	230 00
992	Edward Anderson.....	58	35	238 00

(2) *Summary for years 1882 to 1896.*

Year.	Number of teachers on list.	Expenditure for the year.	Gross contributions to the fund.	Amount refunded to teachers.
		\$ c.	\$ c.	\$ c.
1882.....	422	51,000 00	13,501 08	3,660 10
1887.....	454	58,295 33	1,489 00	3,815 80
1892.....	456	63,750 60	1,313 10	786 86
1893.....	459	63,658 67	1,282 34	569 64
1894.....	442	64,046 08	1,284 00	1,508 01
1895.....	435	63,799 80	1,316 50	1,620 42
1896.....	430	62,597 12	1,582 00	920 87

Twenty-five teachers withdrew their subscriptions from the fund during 1896.

APPENDIX L—*TECHNICAL EDUCATION, PUBLIC AND FREE LIBRARIES, ART SCHOOLS AND SCIENTIFIC INSTITUTIONS.*

REPORT OF S. P. MAY, ESQ., M.D., C.L.H., SUPERINTENDENT OF PUBLIC LIBRARIES,
ART SCHOOLS, ETC.

SIR,—I have the honor to submit herewith my report on the Public Libraries and Free Public Libraries, Art Schools and Scientific Institutions which received a share of the Government Grant for the year ending 30th April, 1896.

During the year I inspected the following Public and Free Libraries, Art Schools, etc., viz.: Algonquin, Allandale, Allan's Mills, Almonte, Alton, Angus, Athens, Aylmer, Barrie, Belmont, Bloomfield, Bothwell, Brampton, Brockville F. L., Brockville Art School, Camden East, Cardical, Carleton Place, Clarksburg, Collingwood, Copleston, Copper Cliff, Delhi, Deseronto, Don, Dundas, Embro, Enterprise, Fergus, Fordwich, Garden Island, Gore Bay, Gorrie, Gravenhurst, Hamilton F. L., Hamilton Art School, Hamilton Literary Association, Kars, Kingston F. L., Kingston Art School, Kingsville, Kintore, Lanark, Leamington, Little Current, Logan, London F. L., London Art School, Lynden, Manitowaning, Mayflower, Milverton, Mitchell, Mono Centre, Mono College, Napanee, Napanee Mills, Newburgh, North Augusta, North Bay, North Gower, Oil Springs, Ottawa Literary and Scientific Society, Ottawa French Canadian Institute, Ottawa Art School, Ottawa St. Patrick's Literary Association, Palmerston, Perth, Petrolea, Picton, Port Stanley, Prescott, Primrose, Renfrew, Ridgetown, Sault Ste. Marie, Scarboro', Shelburne, Smith's Falls, Springfield, Stayner, Stony Creek, Stratford, St. Thomas F. L., St. Thomas Art School, Sudbury, Tamworth, Thamesford, Thessalon, Thornbury, Toronto F. L., Toronto Art School, Watford, Wheatley, Windsor, Wroxeter, Wyoming.

The result of my inspection was very satisfactory. There is a gradual improvement in the accommodation for Libraries, the books selected are of a higher class of literature than formerly, and the Libraries even in the most remote districts are well patronized by the people, who are unanimous in their appreciation of the liberality of the Legislature in voting annual grants sufficient for the poorest hamlet to provide good healthy literature, which improves the mind and morals and to a great extent, supersedes the pernicious dime novels formerly sold in large numbers, but which I notice are now rarely found for sale in the village stores.

Under the Act respecting Public Libraries, which came into force on the 1st of May, 1895, the name "Mechanics' Institute" is changed to "Public Library." By the same Act, the Directors of any Mechanics' Institute in a city, town or incorporated village were empowered to transfer the property of a Mechanics' Institute to the municipal corporation on condition that the Public Library be FREE. As this can be done without passing a by-law, or requiring a vote from the people, or any special assessment. This measure has become so popular that there has been an increase of 42 Free Libraries during the past year.

265 Public Libraries and 54 Free Public Libraries reported this year. The total number of Public and Free Public Libraries, including 27 which did not report before the end of the year and 10 which have been incorporated since the first of April, 1896, is 356.

The following table shows the locality of every Public Library and Free Public Library in the Province :—

I.—PUBLIC LIBRARIES AND FREE PUBLIC LIBRARIES IN 1895-6.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Addington	Camden, East.	Durham	Millbrook.
"	Enterprise.	"	Orono.
"	Napanee Mills.	"	Port Hope.
"	Newburgh.	Elgin	Aylmer.
Algoma	Tamworth.	"	Duart.
"	Chapleau.	"	Dutton.
"	Manitowaning.	"	Port Stanley.
"	Port Arthur.	"	Rodney.
"	Rat Portage.	"	St. Thomas.
"	Richard's Landing.	"	Shedden.
"	Sault Ste. Marie.	"	Sparta.
"	Schreiber.	"	Springfield.
"	Sudbury.	"	West Lorne.
"	The-salon.	Essex	Essex.
Brant	Brantford.	"	Kingsville.
"	Buiford.	"	Leamington.
"	Glenmorris.	"	Windsor.
"	Pais.	Frontenac	Garden Island.
"	Scotland.	"	Kingston.
"	St. George.	Glengarry	Lancaster.
Bruce	Bervie.	"	Martintown.
"	Cargill.	"	Maxville.
"	Chesley.	"	Williamstown.
"	Hepworth.	Grenville	Algonquin.
"	Holyrood.	"	Cardinal.
"	Kincardine.	"	Easton's Corners.
"	Lion's Head.	"	Kemptville.
"	Lucknow.	"	Merrickville.
"	Mildmay.	"	North Augusta.
"	Paisley.	"	Oxford Mills.
"	Port Elgin.	"	Prescott.
"	Ripley.	"	Spencerville.
"	Riversdale.	Grey	Bogor.
"	Southampton.	"	Chatsworth.
"	Teeswater.	"	Clarksburg.
"	Tara.	"	Durham.
"	Tiverton.	"	Dundalk.
"	Underwood.	"	Flesherton.
"	Walkerton.	"	Holland Centre.
"	Westford.	"	Kimberley.
"	Wiarton.	"	Lake Charles.
Carleton	Carp.	"	Hanover.
"	Kars.	"	Markdale.
"	Kinburn.	"	Meaford.
"	Manotick.	"	Owen Sound.
"	North Gower.	"	(St. Vincent) Meaford P.O.
"	Ottawa.	"	Thornbury.
"	Richmond.	"	Walter's Falls.
Dufferin	Grand Valley.	Haldimand	Caledonia.
"	Lucille.	"	Cheapside.
"	Mono Centre.	"	(Dufferin) Clanbrassil P.O.
"	(Mono College) Orangeville.	"	Dunnville.
"	Orangeville.	"	Hagersville.
"	Primrose.	"	Jarvis.
"	Shelburne.	"	Nauticoke.
"	Violet Hill.	"	(Victoria) Caledonia P.O.
Dundas	Chesterville.	Halton	Burlington.
"	Iroquois.	"	Georgetown.
"	Morewood.	"	Milton.
"	Morrisburg.	"	Oakville.
"	Winchester.	Hastings	Belleville.
Durham	Bowmanville.	"	Deseronto.

PUBLIC LIBRARIES AND FREE PUBLIC LIBRARIES.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Hastings	Trenton.	Middlesex	Glencoe.
"	Tweed.	"	London.
Huron	Blyth.	"	Lucan.
"	Brussels.	"	Melbourne.
"	Clinton.	"	Parkhill.
"	Dungannon.	"	Strathroy.
"	Ethel.	"	Windsorville.
"	Exeter.	Muskoka	Bracebridge.
"	Fordwich.	"	Burk's Falls.
"	Goderich.	"	Gravenhurst.
"	Gorrie.	"	Huntsville.
"	Hensall.	"	Port Carling.
"	Seaforth.	"	Windermere.
"	St. Helens.	Nipissing	Copper Cliff.
"	Wingham.	"	North Bay.
"	Wroxeter.	Norfolk	Delhi.
Kent	Blenheim.	"	Port Rowan.
"	Bothwell.	"	Simcoe.
"	Chatham.	"	Waterford.
"	Dresden.	Northumberland	Brighton.
"	Highgate.	"	Campbellford.
"	Tilbury.	"	Colburg.
"	(Tilbury E.) Valetta P.O.	"	Cold Springs.
"	Ridgetown.	"	Colborne.
"	Romney.	"	Fenella.
"	Thamesville.	"	Hastings.
"	Wallaceburg.	"	Warkworth.
"	Wheatley.	Ontario	Beaverton.
Lambton	Arkona.	"	Frougham.
"	Aberarder.	"	Cannington.
"	Alvinston.	"	Claremont.
"	Brigden.	"	Oshawa.
"	Copleston.	"	Pickering.
"	Courtright.	"	Port Perry.
"	Forest.	"	Sundeland.
"	(Mayflower) Wisbeach P.O.	"	Uxbridge.
"	Oil Springs.	"	Whitby.
"	Petrolia.	Oxford	Drumbo.
"	Point Edward.	"	Embro.
"	Tnedford.	"	Ingersoll.
"	Watford.	"	Kintore.
"	Wyoming.	"	Plattsville.
Lanark	Allan's Mills.	"	Norwich.
"	Almonte.	"	Tavistock.
"	Carleton Place.	"	Tilsburg.
"	(Dalhousie) McDonald's	"	Thamesford.
"	Corners P.O.	"	Woodstock.
"	Lanark.	Parry Sound	Emdale.
"	Pakenham.	"	Parry Sound.
"	Perth.	"	Sundridge.
"	Smith's Falls.	Peel	Alton.
Leeds	Athens.	"	Belfountain.
"	Brookfield.	"	Bolton.
"	Gananoque.	"	Brampton.
Lennox	Napanee.	"	Caledon.
Lincoln	Beamsville.	"	Cheitenham.
"	Grantham.	"	Claude.
"	Grimsby.	"	Forks of the Credit.
"	Merritton.	"	Inglewood.
"	Niagara.	"	Mono Road.
"	St. Catharines.	"	Mono Mills.
Manit. ulin I.	Gore Bay.	"	Port Credit.
"	Little Current.	"	Streetsville.
Middlesex	Ailsa Craig.	Perth	Atwood.
"	Belmont.	"	Listowel.
"	Coldstream.	"	(Logan) Mitchell P.O.
"	Delaware.	"	Molesworth.

PUBLIC LIBRARIES AND FREE PUBLIC LIBRARIES.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Perth	Milverton.	Waterloo.....	New Hamburg.
"	Mitchell.	"	Preston.
"	St. Mary's.	"	Waterloo.
"	Stratford.	Welland	Fontbill.
Peterborough.....	Lakefield.	"	Fort Erie.
"	Norwood.	"	Niagara Falls.
"	Peterborough.	"	Niagara Falls South.
Prince Edward	Bloomfield.	"	Port Colborne.
"	Pictou.	"	Ridgeway.
Renfrew	Admaston.	"	Thorold.
"	Araprior.	"	Welland.
"	Burnstown.	Wellington	Arthur.
"	Calabogie.	"	Belwood.
"	Douglas.	"	Clifford.
"	Pembroke.	"	Drayton.
"	Renfrew.	"	Elcra.
"	White Lake.	"	Erin.
Russell	Russell.	"	(Ennottville) Barnett P. O.
Stormont	Corawall.	"	Fergus.
Simcoe	Allandale.	"	Glen Allen.
"	Alliston.	"	Grand Valley.
"	Angus.	"	Guelph.
"	Barrie.	"	Harriston.
"	Becton.	"	Hillsburg.
"	Bradford.	"	Morrison.
"	Collingwood.	"	Mount Forest.
"	Creemore.	"	Palmerston.
"	Elmvale.	"	Rockwood.
"	Midland.	Wentworth	Dundas.
"	Orillia.	"	Hamilton.
"	Penetanguishene.	"	Lynden. [P.O.]
"	Stayner.	"	(Saltfleet) Stoney Creek
"	Tottenham.	"	Waterdown.
Victoria	Bobcaygeon.	York.....	Aurora.
"	Cobocouk.	"	Don.
"	Fenelon Falls.	"	Highland Creek.
"	Kirkfield.	"	Islington.
"	Little Britain.	"	King.
"	Lindsay.	"	Maple.
"	Manila.	"	Markham.
"	Omeme.	"	Newmarket.
"	Woodville.	"	Queensville.
Waterloo.....	Ayr.	"	Richmond Hill.
"	Baden.	"	Scarborough.
"	Berlin.	"	Stouffville.
"	Elmira.	"	Toronto.
"	Floradale.	"	Toronto Junction.
"	Galt.	"	Vandorf.
"	Hespeler.	"	Weston.
"	Linwood.	"	Woodbridge.

The above list may be classified as follows :

Public Libraries reporting	265
Free Libraries reporting	54
Public Libraries not reporting	27
Public Libraries incorporated since 30th April, 1896	10

— 356

The following abstract shows the proportionate number of volumes in each library:—

Libraries with less than 250 volumes.

Algonquin, Allan's Mills, Angus, Burnstown, Carp, Copleston, Dalhousie (McDonald's Co., P. O.), Douglas, Hepworth, Kimberley, Kinburn, Kintore, Lanark, Logan

(Mitchell P. O.), Lynden, Maple, Mayflower (Watford P. O.), Mono Centre, Mono College (Orangeville P. O.), Mono Mills, Morewood, Napanee Mills, North Augusta, Primrose, Riversdale, Saltfleet (Stoney Creek P. O.), Spencerville, Sudbury F. L., Fairworth, West Lorne, White Lake.

Libraries with over 250 and less than 500 volumes.

Allandale, Atwood, Belwood, Bloomfield, Brougham, Burford, Cargill, Chesterville, Coboconk, Copper Cliff, Creemore F. L., Delhi, Don, Dutton, Enterprise, Fenella, Fordwich, Hillsburg, Holland Centre, Kars, Linwood, Little Britain, Mildmay, Milverton, Morriston, Nanticoke, Pakenham, Richmond, Rockwood, Rodney, Shedden, Springfield, Sundridge, Thedford, Thessalon, Violet Hill, Wheatley, Winchester.

Libraries with over 500 and less than 1,000 volumes.

Admaston, Beaverton, Belmont, Bervie, Bagnor, Bothwell, Burk's Falls F. L., Camden East F. L., Cheapside, Chesley, Claremont, Clarksburg, Coldstream, Cold Springs, Dresden, Dungannon, Emsdale, Erin F. L., Ethel, Flesherton, Floradale, Gore Bay F. L., Gorrie, Gravenhurst, Hagersville, Hensall, Huntsville, Islington, King City, Kingsville F. L., Kirkfield, Lakefield, Leamington, Little Current, Manilla, Manotick, Merriton F. L., Midland, Millbrook F. L., North Bay F. L., North Gower, Oil Springs F. L., Omamee, Orono, Oxford Mills, Palmerston, Parry Sound, Picton, Plattsville, Port Carling, Port Perry, Queensville, Rat Portage, Romney, Russell, Sault Ste. Marie F. L., Schreiber, Shelburne, Stayner, St. Helen's, Sunderland, Thornbury, Tilbury, Tiverton, Underwood, Waikworth, Westford F. L., Williamstown.

Libraries with over 1,000 and less than 1,500 volumes.

Alliston, Arkona, Arnprior F. L., Belfountain F. L., Blyth, Bradford, Brighton, Burlington, Cannington, Cardinal F. L., Chapleau, Deseronto F. L., Duart, Driffrin (Glanbrassil P. O.), Durdalk, Essex, Forks of the Credit, Georgetown F. L., Glencoe, Grand Valley, Highland Creek, Holyrood, Inglewood, Iroquois F. L., Lake Charles, Lancaster F. L., Lion's Head, Markdale, Newburgh, Norwood, New Hamburg, Newmarket, Parkhill, Pembroke, Pickering, Port Colborne F. L., Port Rowan, Ripley, Sparta, Tara, Thamesford, Tilbury East (Stewart P. O.), Tilsonburg, Tottenham F. L., Trenton, Vandorf, Victoria F. L. (Caledonia P. O.), Watford, Woodbridge, Woodville, Wyoming F. L.

Libraries with over 1,500 and less than 2,000 volumes.

Aberarder, Ailsa Craig, Athens, Baden, Beamsville, Beeton F. L., Bobcaygeon, Bolton, Bracebridge, Brussels, Caledon, Chatsworth, Cheltenham, Claude, Cornwall F. L., Drayton F. L., Forest, Fort Erie, Ganaroque, Glenmorris, Jarvis, Listowel, Lucan, Lucknow, Mono Road, Morrisburg, Niagara Falls South F. L., Tavistock, Toronto Junction, Walkerton, Wiarton.

Libraries with over 2,000 and less than 2,500 volumes.

Almonte, Arthur, Aurora, Blenheim, Carleton Place F. L., Clifford, Cobourg, Dunnville, Elmira, Ennotville (Barnett P. O.), Fonthill, Lindsay, Markham, Meaford, Orangeville, Oshawa, Point Edward, Port Elgin, Richmond Hill F. L., Teeswater, Thamesville, Weston, Whitby, Wingham.

Libraries with over 2,500 and less than 3,000 volumes.

Bowmanville, Brampton F. L., Exeter, Fenelon Falls, Hespeler, Ingersoll F. L., Mitchell, Mount Forest, Oakville, Paisley, Renfrew F. L., Ridgetown, Southampton, Stouffville, Streetsville.

Libraries with over 3,000 and less than 3,500 volumes.

Alton F. L., Belleville, Campbellford, Clinton, Goderich, Harriston, Napanee, Norwich, Orillia, Port Hope, Prescott F. L., Smith's Falls, Welland, Wroxeter.

Libraries with over 3,500 and less than 4,000 volumes.

Aylmer, Ayr, Barrie, Durham, Embro, Fergus, Kincardine, Niagara, Penetanguishene, Perth, Scarboro', St. George, St. Marys F. L., Thorold F. L.

Libraries with over 4,000 and less than 5,000 volumes.

Chatham F. L., Collingwood F. L., Galt, Garden Island F. L., Grimsby, Milton, Niagara Falls, Owen Sound, Seaforth, Simcoe F. L., Stratford, Strathroy, Uxbridge, Woodstock.

Libraries with over 5,000 and less than 6,000 volumes.

Berlin F. L., Kingston, Preston, St. Catharines F. L., Waterloo F. L., Windsor F. L.

Libraries with over 6,000 and less than 7,000 volumes.

Brockville F. L., Dandas, Paris, St. Thomas F. L.

Libraries with over 7,000 and less than 8,000 volumes.

London F. L.

Libraries with over 8,000 and less than 10,000 volumes.

Elora, Guelph F. L., Peterboro'.

Libraries with over 10,000 and less than 20,000 volumes.

Brantford F. L.

Libraries with over 20,000 and less than 30,000 volumes.

Hamilton F. L.

Libraries with over 30,000 volumes.

Toronto F. L.

PUBLIC LIBRARIES REPORT.

The following extracts are taken from the annual reports for the year ending 30th April, 1896. For details see tables A., B., C., D., E.

1. Public Libraries reporting 1895-6.

Number of Institutes reporting for the year 265

2. Public Libraries not reporting.

Alvinston, Brigden, Calabogie, Caledonia, Colborne, Courtright, Delaware, Elmvale, Glen Allan, Hastings, Highgate, Kemptville, Lucille, Melbourne, Merrickville, Molesworth, Ottawa, Petrolia, Port Arthur, St. Vincent (Meaford P. O.), Tweed, Wallaceburg, Walter's Falls, Wardsville, Waterdown, Waterford, Windermere—27.

3. New Public Libraries reporting 1895-6.

Angus, Burnstown, Bloomfield, Carp, Copper Cliff, Don, Hepworth, Kimberley, Kintore, Kintore, Linwood, Lanark, Lynden, Mono College (Orangeville P. O.), Napanee Mills, North Augusta, Primrose, Tamworth, Thedford, West Lorne, White Lake.—21.

4. Public Libraries incorporated since 1st May, 1896

Drumbo, Easton's Corners, Grantham, Martintown, Manitowaning, Port Credit, Port Stanley, Richard's Landing, Ridgeway, Scotland.

5. Classification of Public Libraries reporting 1895-6.

Libraries with reading rooms.....	155
Libraries without reading rooms	110
Total	265

6. *Public Libraries Receipts during the year 1895-6, with balances from previous year.*

Balance from previous year.....	\$7,787 33
Members' fees	19,176 84
Legislative grant	35 200 33
Municipal grant	8,139 69
Fees from evening classes	52 25
Amount received from sale of magazines, etc	941 96
Lectures and entertainments	3,350 47
Other sources	11,057 26
Total	\$85,706 13

7. *Public Libraries Expenditure during the year 1895-6, with balances on hand at close of year.*

Rent, light and heating	\$12,444 64
Salaries	11,915 58
Books (not fiction)	21,639 13
Books (fiction)	5,678 01
Bookbinding.....	559 62
Magazines and newspapers.....	8,368 58
Evening classes	722 22
Lectures and entertainments	1,047 77
Miscellaneous	14,013 75
Balance on hand	9,316 83
Total	\$85,706 13

8. *Public Libraries Assets and Liabilities, 1895-6.*

265 Libraries reporting have assets value	\$363,834 82
265 " " liabilities value	11,849 55

9. *Number of Members in Public Libraries, 1895-6.*

265 Libraries reporting have 32,603 members.

10. *Number of volumes purchased by Public Libraries in 1895-6.*

History	4,527
Biography.....	1,823
Voyages and travels	4,152
Science and art	2,141
General literature	3,252
Poetry and the drama	726
Religious literature.....	1,537
Fiction	11,602
Miscellaneous	9,236
Works of reference	434
Total	39,430

11. *Value of Books presented to Public Libraries in 1895-6.*

Atwood	\$6 00
Bowmanville	110 00
Burlington	20 00
Cargill	25 00
Clinton	4 25
Copper Cliff	10 00
Delhi.....	60 00

Dresden	\$0 15
Essex	50
Fonthill	2 00
Hensall	1 00
Kincardine	5 00
Lakefield	1 00
Lindsay	1 00
Logan	1 60
Morrison	4 95
Midland	100 00
Mono College	5 69
Newburgh	5 00
Niagara	52 00
Peterboro'	33 75
Primrose	2 00
Ripley	1 50
Rat Portage	20 00
Russell	10 00
Seaforth	24 00
Southampton	10 00
Strathroy	4 00
Thedford	50 50
West Lorne	5 50
Weston	5 00
Total	\$581 39

12. Number of volumes in Public Libraries and number of volumes issued.

	Volumes in library.	Volumes issued.
History	44,003	51,789
Biography	31,028	19,435
Voyages and travels	40,006	72,774
Science and art	37,677	20,116
General literature	31,081	51,184
Poetry and the drama	11,492	9,107
Religious literature	18,168	20,103
Fiction	115,529	329,448
Miscellaneous	64,402	124,720
Works of reference	11,219	2,282
Total	404,605	700,958

The total amount expended by Public Libraries for books was.. \$27,317.14.

13. Reading Rooms in Public Libraries, 1895-6.

156 Libraries reported having reading rooms. The total amount expended for newspapers and periodicals in 1895-6 was :

Number of newspapers subscribed for	1,493
“ periodicals “	1,884

14. Number of Evening Classes in Public Libraries in 1895-6.

Commercial Course—Arithmetic, Writing, Bookkeeping	4 classes.
Primary Drawing Course—Freehand, Gecmetry, Perspective, Model and Blackboard	2 “
Mechanical Drawing Course—Machine Drawing	2 “

37 Brighton	6 48	58 50	115 00	25 00	8 80	24 00	237 78	86 70	75 00
38 Brougham	39 19	16 90	10 65	10 65	14 75	9 95	72 74	22 07	4 00
39 Brussels	22 50	54 55	196 20	40 00	26 00	30 49	337 95	56 00	65 60
40 Burford	36	81 50	142 50	25 00	20 10	27 42	280 85	47 50	42 00
41 Burlington	9 06	55 50	188 00	25 00	64 90	20 00	325 08	58 25	36 00
42 Burnstown		33 25							
43 Calabogie*									
44 Caledonia	28 93	27 25	154 25				275 33		20 00
45 Caledonia*									
46 Campbellford	18 73	103 33	192 60	100 00	74 55		495 21	97 50	70 00
47 Cannington	22 45	99 00	219 40	50 00	17 70	2 85	408 55	98 15	78 00
48 Carrill	1 29	32 75	50 00	20 00	24 78	161 32	131 67		10 00
49 Carp		104 50			4 60		109 10		
50 Chapleau	38 76	204 92	152 00				557 00		225 00
51 Chasworth	13 56	48 15	162 00				223 71	60	30 00
52 Chespside	4 00	42 00	103 50				162 00		
53 Cheltenham	13 77	18 50	72 00	24 85	44 35	2 50	104 27	22 50	22 50
54 Chesley	1 81	38 65	86 00		5 00	53 65	190 26	5 20	20 00
55 Chesterville	21 89	32 50	80 00	16 67			201 04	50 00	25 00
56 Claremont	1 80	35 75	162 00		14 12		216 22	2 50	20 00
57 Clarksburg	30 85	28 00	67 00				130 47	25 00	5 00
58 Claude	75 86	28 00	162 00				265 86		
59 Cliff	34 60	25 50	112 00		85	14 39	172 10	66 97	25 00
60 Clinton	8 35	111 10	223 25	115 00			473 54	23 14	15 00
61 Coboonik	31 90	17 00				83 25	48 90	81 60	60 00
62 Colborne	4 24	96 00	261 00	100 00			544 49		
63 Colborne*									
64 Coldstream	1 09	50 75	123 50		99 00	25 92	274 34	14 50	30 00
65 Cold Springs	60 37	7 00			1 50		98 34		15 70
66 Copleston		94 00				101 13	7 01		
67 Copper Cliff							195 13		
68 Courtright*						60	41 38		
69 Dalhousie (McDonald's Corners P. O.)	7 53	12 25	21 00					88 00	1 50
70 Delaware*					10 00	97 51	304 41		
71 Delhi	30 30	32 50	133 50		3 20	121 10	178 80		
72 Don		54 50					61 50		
73 Douglas	1 50	30 00	30 00					88 50	38 20
74 Dresden	16 73	62 85	166 50	25 00	3 15	1 75	275 98		30 50
75 Duart	6 81	25 50	100 00	25 00		45 00	202 31		
76 Dufferin (Clanbrassil P. O.)	65 72	17 00	118 75				201 47	25 00	
77 Dundalk	12 04	50 00	225 00		2 85	6 75	296 61	30 00	40 00
78 Dundas	44	151 00	273 60	300 00	20 10	54 55	799 69	242 46	217 00
79 Dunnannon	12	86 50	219 00	15 00	12 15		332 77	53 97	63 60
80 Dunnville	28 85	63 00	183 00	35 00			309 85	30 00	35 00
81 Durlham	172 45	82 10	215 00		5 25	15 95	490 75	2 97	41 00
82 Dutton	4 38	32 52	67 00	10 00	15 10		129 00	37 52	
83 Elmira	4 42	59 15	202 50		17 03	9 00	288 10	51 25	32 50
84 Elmville*									
85 Elora	4 15	153 20	221 30	37 50	20 80	54 30	681 25	119 00	78 75
86 Embro	63 41	90 00	107 00	25 00	25 00		369 41	67 65	52 60
87 Ensdale	3 42	26 25	135 60				165 27		

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Public Libraries.

Public Libraries.	Receipts.										Expenditure.															
	Balance on hand.		Members fees.		Legislative Grant.		Municipal Grant.		Fees from evening classes.		Sale of magazines, etc.		Lectures and entertainments.		Other sources.		Total.		Rent, light and heating.		Salaries.					
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.				
88 Ennotville (Barnett P.O.)	42	64	20	50	128	80											13	00	76	14	2	13			35	00
89 Enterprise	02		54	61	225	00													184	85	50	60			104	00
90 Essex	24	94	84	50	225	00	125	00											529	11	131	07			25	00
91 Ethel	2	41	14	70	166	75	15	00											207	07	35	10			82	50
92 Exeter	1	07	81	55	160	40	15	00											278	02					20	00
93 Fenella			25	85	42	00													67	85	50				20	00
94 Fenelon Falls	139	70	83	00	225	00	75	00											555	15	173	45			25	00
95 Fergus	149	19	67	25	225	00													12	25	22	62			75	42
96 Fiesherston	3	63	40	50	219	60													275	83	55	00			10	00
97 Floradale	3	61	23	65	138	70													165	96					30	00
98 Fonthill	160	87	38	25	178	00	15	00											173	25	319	25			75	00
99 Fordwich	9	85	53	40	95	00	50	00											173	25	319	25			75	00
100 Forest			66	25	177	00													165	96					30	00
101 Forks of the Credit	14	02	10	25	50	00	25	00											173	25	319	25			75	00
102 Fort Erie	76	93	39	00	157	50													173	25	319	25			75	00
103 Galt	117	85	224	70	272	70	150	00											173	25	319	25			75	00
104 Gananoque	135	88	289	75	225	00	100	00											173	25	319	25			75	00
105 Glen Allan			60	25	95	00													173	25	319	25			75	00
106 Glencoe	9	17																	173	25	319	25			75	00
107 Glenmorris	19	43	48	75	149	00													173	25	319	25			75	00
108 Goderich	2	89	27	34	269	80	100	00											173	25	319	25			75	00
109 Gorrie	1	25	25	00	145	75	15	00											173	25	319	25			75	00
110 Grand Valley	87	08	60	80			20	00											173	25	319	25			75	00
111 Gravenhurst	227	50	26	00	225	00	50	00											173	25	319	25			75	00
112 Grimsby	3	12	147	75	200	00	35	00											173	25	319	25			75	00
113 Hagersville			43	75	291	60													173	25	319	25			75	00
114 Harriston	11	96	91	95															173	25	319	25			75	00
115 Hastings			69	65	180	00	15	00											173	25	319	25			75	00
116 Hensall	29	90					20	00											173	25	319	25			75	00
117 Hepworth			127	90			105	00											173	25	319	25			75	00
118 Hespeler	98	90	69	65	254	00													173	25	319	25			75	00
119 Highgate																			173	25	319	25			75	00
120 Highland Creek	12	50	31	50	135	75													173	25	319	25			75	00
121 Hillsburg	27	43	23	00	113	40													173	25	319	25			75	00
122 Holland Centre			24	75	145	60	10	00											173	25	319	25			75	00
123 Holyrood	65	54	50	00	113	40													173	25	319	25			75	00

124 Huntsville	31 99	69 25	225 00	100 00					426 24	59 28	65 00
125 Inglewood	32 91	25 00	162 00						219 91	13 33	6 67
126 Islington	9 05	14 00							23 05		15 00
127 Jarvis	9 37	81 75	152 00					2 05	248 17	50 00	31 00
128 Kars		65 00	50 00						115 00		
129 Kemptville*											
130 Kimberley		9 60						16 90	26 50		
131 Kincardine	50 65	121 66	225 00	150 01			50 35	20 00	617 66	55 61	132 00
132 Kinburn		74 00					5 20	22 73	101 93	9 13	4 00
133 Kintore		41 25						75 03	116 25	2 18	
134 King City	2 11	14 75	89 00						96 86	10 00	
135 Kingston	76	340 00	309 60	52 50				208 23	928 49	150 00	295 99
136 Kirkfield	55 02	24 75	141 50	50 00		12 40		80 00	359 52	59 70	
137 Lake Charles	4 66	25 00	138 75			8 25			168 41	50	10 00
138 Lakefield	10 58	59 30	78 35			3 17			151 40	11 55	39 25
139 Lanark		107 00						50 00	157 00		
140 Leamington		50 00	162 00					25 00	237 00	9 00	78 00
141 Lindsey	8 22	118 25	142 50	50 00		39 75		238 45	597 17	167 00	100 00
142 Linwood		50 00		25 00			44 56	100 00	219 56		
143 Lion's Head	178 51	26 00		10 00					214 51	30 00	15 00
144 Listowel	8 42	68 00	202 50	50 00				316 25	645 17	80 90	66 75
145 Little Britain	15 33	21 75	106 20	50 00				41 00	234 28		5 00
146 Little Current	25 51	39 00	102 00					50	166 51	15 00	
147 Logan (Mitchell P.O.)		12 25		10 00					22 75	40	
148 Lynden		70 55							70 55		
149 Lucan	57 73	30 25	83 50						171 48		6 25
150 Lucile*											
151 Lucknow	88 50	90 00	100 00	20 00			11 55		313 05	91 87	52 00
152 Manilla	34	21 45	142 50	50 00					214 29		13 00
153 Manotick	3 82	51 25	99 40			72			165 19		30 00
154 Maple	7 40		28 00						35 40	2 50	
155 Markdale	1 69	61 00	225 00					200 00	487 69		60 00
156 Markham	0 03	50 00	139 50				11 60	4 00	201 13	25 60	25 00
157 Mayflower (Watford P.O.)	2 72	5 75							12 47	15	
158 Meaford	37 76	79 75	148 25						205 76	70 00	5 00
159 Melbourne*											
160 Merrickville											
161 Midland	34 35	65 75	191 13	35 00		10 00		223 04	559 27	62 43	60 00
162 Midway	8 62	14 00	88 50	10 00		55	12 03	10 00	143 17	4 15	
163 Milton	106 82	68 25	128 75					12 00	316 37		50 00
164 Milverton		44 00	148 20				9 70		201 90		34 33
165 Mitchell	102 94	99 00	184 25	100 00		11 55		2 85	500 59	51 15	116 00
166 Molesworth*											
167 Mono Centre	25 00	18 00	52 50					8 16	103 66		8 00
168 Mono College (Orangeville P.O.)		14 50		18 00				1 51	34 01		2 00
169 Mono Mills	9 61	6 25					11 45	1 50	28 84	2 75	
170 Mono Road		44 00	180 00						224 00	18 25	84 50
171 Morewood	7 70	67 00	101 00	15 00			41 15		231 85	28 00	
172 Morrisburg		157 65	221 60	50 00		16 05		£ 25	451 55	104 65	75 00
173 Morrison	2 26	42 50	112 00				1 40		168 16		20 00
174 Mount Forest	141 93	69 60	209 75	50 00					471 28	52 00	30 00

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Public Libraries.

Public Libraries.	Receipts.										Expenditure.	
	Balance on hand.	Members fees.		Legislative grant.	Municipal grant.	Fees from evening classes.	Sale of magazines, etc.	Lectures and entertainments.	Other sources.	Total.	Rent, light and heating.	Salaries.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$	\$	\$ c.
175 Nanticoke .....	.....	25 50	90 00	.....	.....	.....	.....	15 05	101 06	216 56	.....	5 00
176 Napanee	44	237 25	222 40	.....	22 11	.....	.....	8 19	52 44	549 69	103 16	88 00
177 Napanee Mills .....	.....	58 00	.....	.....	.....	.....	.....	.....	.....	66 19	.....	.....
178 Newburgh	5 32	57 50	141 00	.....	.....	.....	14 03	.....	.....	217 85	76 80	5 00
179 New Hamburg	12 72	55 00	179 25	.....	50 00	.....	.....	15 00	5 00	316 97	94 39	33 45
180 Newmarket .....	.....	47 75	213 60	.....	150 00	.....	.....	.....	64 69	476 29	151 18	.....
181 Niagara	5 89	121 80	150 00	.....	.....	.....	25	21 65	298 26	605 24	37 01	56 00
182 Niagara Falls	194 25	77 00	225 00	.....	360 00	.....	8 00	.....	50 00	101 00	128 00	160 00
183 North Augusta .....	.....	51 00	.....	.....	.....	.....	.....	27 01	.....	244 42	25 00	.....
184 North Gower	23 38	32 00	162 00	.....	25 00	.....	.....	.....	.....	273 59	26 00	55 00
185 Norwich	53 79	71 30	123 50	.....	25 00	.....	3 31	20 00	72 96	363 04	108 00	60 00
186 Norwood	77	63 00	178 00	.....	.....	.....	.....	.....	.....	236 70	6 93	46 25
187 Oakville	8 35	66 85	162 00	.....	.....	.....	.....	.....	.....	211 35	56 00	5 00
188 Oransee .....	.....	51 50	50 00	.....	100 00	.....	9 85	.....	.....	400 21	150 00	.....
189 Orangeville	34 21	101 75	214 25	.....	50 00	.....	.....	.....	.....	739 20	215 97	175 00
190 Orillia .....	.....	216 00	172 40	.....	200 00	.....	3 50	.....	147 30	61 90	15 00	.....
191 Orono	11 80	20 10	.....	.....	20 00	.....	.....	.....	.....	692 47	154 93	53 32
192 Oshawa	107 35	130 50	212 75	.....	75 00	.....	31 25	60 60	75 02	793 44	.....	145 00
193 Ottawa* .....	.....	.....	365 40	.....	.....	22 25	41 95	.....	5 85	153 80	.....	12 50
194 Owen Sound	183 29	224 60	133 40	.....	.....	.....	.....	.....	.....	351 49	21 43	80 00
195 Oxford Mills	90	19 50	174 25	.....	20 00	.....	6 55	37 20	1 95	213 75	58 79	50 00
196 Paisley	31 79	79 75	170 00	.....	.....	.....	1 20	69 75	349 53	572 43	49 15	48 00
197 Pakenham .....	.....	37 00	.....	.....	50 00	.....	.....	.....	8 79	688 65	82 08	170 00
198 Palmerston .....	.....	29 50	73 50	.....	150 00	.....	42 20	16 65	190 96	400 16	32 35	37 50
199 Paris	56 11	206 55	225 00	.....	.....	.....	5 50	.....	.....	115 51	.....	.....
200 Parkhill .....	.....	60 75	126 30	.....	.....	.....	.....	.....	75 60	503 85	130 00	60 00
201 Parry Sound	115 51	.....	.....	.....	25 00	.....	.....	.....	189 75	633 00	60 00	123 29
202 Pembroke	25 66	186 50	190 00	.....	100 00	.....	.....	203 31	634 15	1,488 41	234 35	218 00
203 Petangushene .....	.....	100 25	243 00	.....	.....	.....	.....	.....	.....	292 83	.....	.....
204 Perth	23	131 00	211 50	.....	100 00	.....	92	.....	.....	480 88	84 14	87 00
205 Peterboro'	83 29	469 45	236 50	.....	.....	.....	35 05	.....	.....	162 88	80 90	.....
206 Peteroles* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	124 00	7 34	45 00
207 Pickering	38 87	54 75	180 00	.....	16 66	.....	.....	.....	2 55	292 83	.....	.....
208 Picton	84 88	149 75	195 50	.....	25 00	.....	4 75	.....	20 00	480 88	84 14	87 00
209 Plattsville	9 21	48 05	97 40	.....	.....	.....	5 22	50	2 50	162 88	80 90	.....
210 Point Edward .....	.....	33 00	83 60	.....	.....	.....	2 40	.....	.....	124 00	7 34	45 00

211	Port Arthur*	29 88	28 30	93 75	10 00	9 70	25 00	151 93	11 70	30 00
212	Port Carling	3 01	28 35	171 00	10 00			248 46		38 75
213	Port Elgin	68 46	263 04	225 00				762 10	84 00	120 00
214	Port Hope	9 37	91 65	247 50	50 00		12 00	410 52	69 15	94 25
215	Port Perry	35 10	85 00	225 00		6 56		451 60	71 70	32 00
216	Port Rowan	67 92	96 00	289 80	150 00			6 15	70 14	75 00
217	Preston		32 75	28 00			7 40	2 00		
218	Primrose		27 25	162 00				189 45		
219	Queensville	55 15	295 50	225 00	200 00	25 75		741 40	165 55	66 67
220	Kat Portage	50 50	53 03	88 20				142 35	3 23	25 00
221	Richmond	26 98	105 00	214 00	94 75		12 30	11 51	80 00	80 00
222	Ridgetown		35 30	194 75	20 00	7 25		349 48	66 56	44 00
223	Ripley		16 25	23 75	20 00			61 77		
224	Riversdale	1 77	78 50	62 00	25 00			23 85	221 84	26 00
225	Riverwood	32 49	78 50	106 80	10 00		7 00	1 67	128 30	20 85
226	Rodney	27 88	50 25	74 00	50 00			1 20	388 13	27 80
227	Romney	169 88	43 05	143 60		15 86	58 25	27 65	30 77	31 00
228	Russell	4 09	29 35					29 06		
229	Saltfleet (Stoney Creek P. O.)	29 06		162 00		3 93		255 88	1 00	1 00
230	Scarboro'	20 15	70 80	113 30		2 25	21 75	744 73	321 36	215 00
231	Schreiber	4 93	256 75	225 00		12 85	21 95	1 511 01		369 61
232	Seaford	70 91	337 50	80 10				822 80	37 72	74 00
233	Shedden	5 81	54 50	80 10				28 87	169 28	18 00
234	Shelburne		70 80	81 40	50 00			9 25	211 45	18 00
235	Smith's Falls	6 37	182 00	144 40	100 00	17 35		41 01	491 73	137 00
236	Southampton		61 85	137 25	30 00			42 51	271 61	
237	Sparta	48 95	53 00	162 00			182 81	146 76		39 00
238	Spencerville		33 00	55 00						
239	Springfield	29 46	5 00	89 00			10 00	24 50	157 96	25 00
240	Stayner	64 55	50 00	83 75				2 30	201 20	20 00
241	Stouffville	121 49	98 00	222 30		70	138 34	69 33	650 16	125 00
242	Stratford		307 50	225 00	250 00	32 40		814 90	139 05	181 00
243	Strathroy	24 92	129 50	217 50	75 00	2 43		562 45	106 35	110 00
244	Streetsville		51 75	114 50	25 00	1 00		64 34	256 50	40 00
245	St. George	30 98	56 60	200 00			120 31	50 00	457 89	75 00
246	St. Helens	1 51	37 50	134 50	15 00	1 69	12 75	20 00	222 95	28 80
247	St. Vincent* (Meaford P. O.)									
248	Sunderland	11 40	51 00	217 80	20 00			25 00	324 84	29 00
249	Sunderidge	16 32	32 50	90 80				40 25	179 87	
250	Tanworth		61 75					61 40	150 52	5 50
251	Tara	35 86	24 95	225 00	10 00		27 37	24 88	343 24	24 10
252	Tavistock	114 52	78 00	202 60			26 85	10 21	432 08	35 00
253	Teeswater	140 01	91 70	207 00	10 00		25 25		473 96	50 00
254	Thamesford	167 11	34 00	87 80					288 41	18 00
255	Thamesville		219 00	202 50	100 00		55 12	151 00	735 66	
256	Thedford		103 00						103 00	1 00
257	Thessalon	41 32	58 50				44 45		144 27	36 33
258	Thorubury	8 78	20 25					52 27	81 30	12 00
259	Tilbury	11 61	62 10	223 00	75 00				371 71	89 30
260	Tilbury E. (Stewart P. O.)	11 45	82 20	162 00	25 00			45 00	325 65	55 00
261	Tilsenburg		35 00	175 50	50 00	7 40		63 23	56 60	70 00

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Public Libraries

Public Libraries.	Receipts.										Expenditure.	
	Balance on hand.		Members fees.		Legislative grant.		Municipal grant.		Fees from evening classes.		Sale of magazines, etc.	
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
262 Tiverton	57 67	0	39 80	0	104 00	0	20 00	0	...	...	...	...
263 Toronto Junction	6 39	0	86 25	0	189 00	0	250 00	0	...	...	6 78	0
264 Trenton	...	...	76 00	0	131 00	0	...	...	...	...	5 73	0
265 Tweed*	...	...	...	...	...	...	...	...	...	...	...	...
266 Underwood	7 86	0	28 00	0	162 00	0	15 00	0	...	...	...	1 00
267 Uxbridge	3 20	0	100 00	0	225 00	0	...	...	...	...	...	150 00
268 Vaudorf	1 27	0	72 00	0	148 75	0	...	...	...	...	...	30 00
269 Violet Hill	8 00	0	15 00	0	54 00	0	...	...	...	...	...	128 75
270 Walkerton	8 96	0	117 50	0	225 00	0	60 00	0	...	...	...	100 00
271 Wallaceburg*	...	...	...	...	...	...	...	...	...	...	...	...
272 Walters' Falls*	...	...	...	...	...	...	...	...	...	...	...	...
273 Wardsville*	...	...	...	...	...	...	...	...	...	...	...	...
274 Warkworth	6 41	0	65 01	0	202 50	0	...	...	...	...	...	50 00
275 Waterdown*	...	...	...	...	...	...	...	...	...	...	...	...
276 Waterford*	...	...	...	...	...	...	...	...	...	...	...	...
277 Watford	42 06	0	105 37	0	184 40	0	25 00	0	...	...	7 05	0
278 Welland	68 85	0	56 00	0	204 75	0	150 00	0	...	...	5 36	0
279 West Lorne	43	0	70 00	0	...	...	10 00	0	...	...	...	50 00
280 Weston	...	...	50 00	0	225 00	0	150 00	0	...	...	...	78 00
281 Wheatley	...	...	75 00	0	100 00	0	25 00	0	...	...	...	49 38
282 Whitby	43 84	0	58 00	0	62 40	0	25 00	0	...	...	...	65 00
283 White Lake	...	...	42 00	0	...	...	...	...	...	...	...	52 00
284 Wiarton	9 19	0	88 60	0	241 00	0	35 00	0	...	...	...	30 00
285 Williamstown	10 47	0	26 50	0	80 75	0	25 00	0	...	...	...	25 00
286 Winchester	95 06	0	4 00	0	...	...	...	...	...	...	...	24 00
287 Windermere*	...	...	...	...	...	...	...	...	...	...	...	...
288 Wingham	54 41	0	89 00	0	216 50	0	237 00	0	...	...	...	98 00
289 Woodbridge	159 22	0	32 00	0	184 50	0	...	...	...	...	...	18 00
290 Woodstock	...	...	315 85	0	225 00	0	100 00	0	...	...	...	149 00
291 Woodville	163 43	0	46 45	0	202 50	0	75 00	0	...	...	...	10 00
292 Wroxeter	...	...	55 29	0	162 00	0	15 00	0	...	...	...	...
Total	7,787 33	0	19,176 84	0	35,200 33	0	8,139 69	0	52 25	0	941 96	0
											3,350 47	0
											11,057 26	0
											85,706 13	0
											12,444 64	0
											11,915 58	0

Note.—Those marked thus * did not send reports for 1895-6

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Public Libraries.

Public Libraries.	Expenditure.										Assets and liabilities.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	Books— fiction.		Books— fiction.		Bookbinding.		Magazines, newspapers, etc.		Evening classes.				Lectures and entertain- ments.		Miscellaneous.		Balance on hand.		Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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73 Douglas	46 46	11 38								2 78	88	61 50	83 89
74 Dresden	48 35	16 70			32 85	25 00				23 15	3 23	275 98	355 86
75 Duart	81 37	16 42								26 01	44 98	292 31	1,034 52
76 Dufferin (Clanbrasil P.O.)	84 15	21 65								17 95	52 72	291 17	806 02
77 Dundalk	103 71	15 11			67 51						40 31	1,296 61	1,296 61
78 Dundas	124 26	29 92			71 34					109 05	5 66	739 69	4,905 66
79 Dunganon	88 42	9 08			41 63					48 04	28 03	332 77	433 55
80 Dunnville	106 70	32 97								13 65	91 53	309 85	1,091 53
81 Durham	113 53	25 00			55 25	37 50				102 62	112 88	400 75	4,002 88
82 Dutton	36 46	9 07							14 75	17 04	14 16	129 00	301 91
83 Elmira	85 65	21 10			47 35					22 33	27 92	2-8 10	1,382 61
84 Elmvale*													
85 Elora	77 47	20 96	34 20		53 00				105 67	178 55	13 64	681 25	8,013 64
86 Embro	107 01	19 67			51 25					6 00	66 43	369 41	3,183 13
87 Ensda'e	89 01	10 99								18 03	47 22	165 27	347 22
88 Ennottville (Barnett P.O.)	12 95									5 44	20 62	76 14	2,610 43
89 Enterprise	30 80	14 74			22 20					11 90	54 61	184 85	223 52
90 Essex	128 15	22 50			20 20					26 00	62 27	529 11	1,723 79
91 Ethel	71 16	4 34			18 85					27 15	25 47	207 07	465 47
92 Exeter	45 17	23 10	20 89		50 20					26 80	9 36	258 02	2,560 02
93 Fenella	14 27	3 83								29 25		67 85	156 77
94 Fenelon Falls	67 51	36 85			74 26					35 85	142 22	555 15	2,363 45
95 Ferguson	92 32	14 97			75 75					4 00	171 11	456 19	5,168 05
96 Flesheron	83 74	16 51			54 55	25 00				24 37	16 66	275 83	441 66
97 Floradale	121 09	9 89								18 81	6 17	165 96	372 48
98 Fonthill	85 07	14 13	8 10		50 25					9 37	149 38	390 38	1,575 48
99 Fordwich	120 29	30 59								4 00	18 37	173 25	324 07
100 Forest	83 12	21 22			40 90					37 40	1 11	319 25	2,161 11
101 Forks of the Credit													
102 Fort Erie	60 81	73 92								44 14	83 19	299 05	1,039 59
103 Galt	104 70	41 18	46 20		112 25	47 70				27 15	163 67	776 10	6,163 67
104 Gananoque	114 13	47 29			67 77					168 61	218 33	857 13	1,318 11
105 Glen Allen*													
106 Glencoe	71 04	18 26			53 20					14 11	16	276 77	1,229 63
107 Glenora	80 85	19 34			39 00					9 17	4 29	216 88	1,172 34
108 Goderich	91 92	33 44	75		81 55	24 00				34 15	2 30	529 13	3,424 78
109 Gorrie	92 00	24 96								23 73	31 31	187 00	500 28
110 Grand Valley	47 72	8 70			34 30					24 23	22 93	181 63	962 9

160 Merrickville*	112 85	25 25		50 32	75 00		159 98	13 44	559 27	495 44	241 00
161 Midland	72 04	4 87		31 03		4 75	24 16	2 17	143 17	171 33	26 00
162 Midway	43 00	4 43		52 56		12 25	18 70	135 43	316 37	4,135 43	
163 Milton	25 30	7 00	6 75				90 26	38 26	201 90	336 56	
164 Milverton	91 43	20 52		60 90			83 62	76 97	500 59	4,057 40	13 40
165 Mitchell											
166 Molesworth*									103 66	140 00	8 16
167 Mono Centrie	75 66	20 00					3 34	2 84	34 01	39 36	
168 Mono College (Orangeville P. O.)	25 83					16 61	4 78	4 70	28 84	110 28	
169 Mono Mills							54 75	10 81	224 00	1,368 00	
170 Mono Road	47 88	7 81				26 30	67 50	4 17	231 85	237 83	40 00
171 Morewood	98 58	13 30		4 00			41 72	60 78	451 55	1,050 78	
172 Morrisburg	88 10	12 79	3 85	64 66			17 14	19	158 16	286 21	
173 Morrison	91 64	23 49		4 70		1 00	18 90	85 73	471 28	2,235 73	
174 Mount Forest	144 58	56 03		83 14			10 00		216 56	822 41	100 56
175 Nanticoke	175 74	21 52	30				59 82	13 30	549 69	1,403 50	52 44
176 Napanee	140 91	40 00		53 90		25 60	4 70	3 82	66 19	61 33	
177 Napanee Mills	40 70	14 63				2 34		10 34	217 85	912 20	
178 Newburgh	53 77	10 00		50 00			11 94	24 45	316 97	1,039 45	50 00
179 New Hamburg	71 93	15 00		67 80			8 95		38 38	476 29	898 38
180 Newmarket	133 00	17 00		45 75			125 98	2 00	605 21	4,002 00	300 00
181 Niagara	97 19	18 85	33 60	66 12			294 47	41 75	871 81	5,716 75	50 00
182 Niagara Falls	153 00	37 00		75 85			226 21	13 53	10 00	120 58	
183 North Augusta	60 69	11 78		5 85				23 38	244 42	553 38	
184 North Gower	157 31	32 88	5 70	1 25			31 05	68 61	273 59	2,891 65	
185 Norwich	77 96	19 02		42 10		14 50	27 17	4 79	363 04	720 79	72 22
186 Norwood	87 26	19 22					39 65	4 44	236 70	2,268 44	
187 Oakville	122 21	17 25					12 02	5 92	211 35	475 92	
188 Omeenee	70 30	20 95		41 16			32 62	40 00	400 21	2,310 00	
189 Orangeville	99 27	22 57		55 75			54 88	24 12	739 20	3,400 00	150 60
190 Orillia	89 43	25 35	18 00	136 45			11 17		51 90	447 11	
191 Orono	22 18	3 55					208 43	35 11	692 47	1,255 11	170 60
192 Oshawa	132 19	22 62		90 85							
193 Ottawa											
194 Owen Sound	120 78	137 40		100 45	133 00		87 20	69 61	733 44	5,721 87	10 75
195 Oxford Mills	60 08	18 12					46 34	16 76	153 89	606 66	32 00
196 Paisley	120 68	30 78		45 10		5 50	40 43	7 57	351 49	3,157 57	
197 Pakenham	51 90	12 30		23 85				16 91	213 75	707 72	
198 Palmerston	80 15	20 00		42 97		20 35	274 81		572 43	700 00	51 33
199 Paris	105 16	64 73		100 86			164 82		688 65	10,470 00	42 36
200 Parkhill	89 67	20 25		47 39			173 00		400 16	535 00	172 52
201 Parry Sound								115 51	115 51	1,039 67	
202 Pembroke	130 25	26 74		49 49			80 36	27 01	503 85	838 29	290 00
203 Pentanguishene	161 74	39 61		42 70			295 66		633 00	2,153 00	275 75
204 Perth	130 75	101 73		62 45		4 50		5 17	648 71	1,905 17	
205 Peterboro	270 61	256 46	50 70	177 42	12 10		102 32	166 48	1,488 41	9,743 41	
206 Petrollea*											
207 Pickering	80 99	18 00	15 95	22 95			17 01	137 00	292 83	777 00	6 40
208 Picton	104 66	14 68	7 65	39 25			28 63	114 87	480 88	694 87	35 00
209 Plattsville	19 44	3 10		33 00			2 75	23 69	162 88	371 23	
210 Point Edward				29 05			9 00	33 61	124 00	2,932 61	63 67

247 St. Vincent* (Meaford P.O.)	86 78	20 23	50 75	83 11	16 59	324 84	547 27
248 Sunder and	20 56	10 72	32 00	66 21	4 38	179 87	203 38
249 Sundridge	50 52	18 66	50 10	25 74		101 53	110 30
250 Tanworth	146 51	28 50	49 10	35 51	36 97	343 21	1,130 97
251 Tara	98 17	15 05	50 25	27 96	138 55	432 08	1,236 22
252 Tavistock	78 73	25 16	50 25	20 32	203 15	473 96	1,236 22
253 Teeswater	44 55	44 55	44 55	3 00	112 47	288 41	1,312 15
254 Thamesford	119 89	26 55	8 50	220 33	6 09	735 66	1,907 63
255 Thamesville	82 13	21 00	51 11	10 95	2 17	103 00	18 00
256 Theford	71 30	17 58	51 11	11 62	62 54	149 05	150 00
257 The-salon	22 64	5 8	55	3 46		144 27	100 00
258 Thornbury	18 06	22 07	55	11 62		81 30	192 53
259 Tilbury	41 17	22 70	52 45	80 48	23 11	371 71	366 00
260 Tilbury E. (Stewart P.O.)	129 11	33 78	52 45	22 63	85 13	325 65	576 97
261 Tinsburg	78 04	51 98	49 25	69 65	15 61	391 13	1,038 13
262 Tiverton	63 13	16 06	28 85	3 45	18 55	221 17	935 61
263 Tonto Junction	135 65	21 53	73 72	155 81		684 51	478 55
264 Trenton	43 46	11 00	47 57			2,600 00	2,600 00
265 Tweed*						233 71	130 00
266 Underwood	137 20	34 25		22 96	17 55	212 96	417 55
267 Uxbridge	121 90	28 17	51 40	441 34		933 76	4,974 30
268 Vandoni	91 07	10 64		59 37	4 75	251 02	1,254 73
269 Violet Hill	74 28	19 70		14 77		128 75	255 43
270 Walkerton	126 98	26 24	56 05	17 37	10 42	453 61	1,388 42
271 Wallaceburg*							
272 Walters Falls*							
273 Warlsville*	72 53	9 52		157 26	61 60	382 42	461 97
274 Warkworth							130 00
275 Water town*							
276 Water town *							
277 Watford	77 03	20 00	50 00	19 25	62 42	363 88	1,172 42
278 Welland	167 36	35 21	50 85	30 87	33 16	506 43	60 00
279 West Lorne	37 37	18 02		13 62		95 43	3,557 16
280 Weston	137 79	36 61	49 95	29 26		435 18	91 93
281 Wheatley	88 87	20 40	23 03	2 50	2 18	250 00	7 63
282 Whiteby	12 61	17 44	22 65	3 73	69 52	210 99	244 45
283 White Lake	34 14	17 55		1 98	3 33	57 00	1,769 52
284 Wilmot	104 18	37 71	49 40	74 80	23 32	373 79	55 02
285 Williamstown	31 31	8 56	33 55	7 28		138 69	1,198 32
286 Winchester				2 50	72 05	99 05	875 43
287 Windermere*						348 65	7 07
288 Wingham	114 34	16 79	67 15	35 50	68 96	596 91	348 65
289 Woodbridge	82 41	19 53	43 40	41 30	145 33	410 72	1,743 96
290 Woodstock	115 21	30 46	163 84	170 47		508 10	1,493 33
291 Woodville	131 63	17 09	52 09	12 65	202 62	501 04	3,795 67
292 Wroxeter	173 57	26 98		16 00		236 55	197 18
Total	21,639 13	5,678 01	8,368 58	14,013 75	9,316 83	85,706 13	1,002 62
				1,047 77			3,063 65
							4 26
							11,849 55

Note.—Those marked thus * did not send reports for 1895-6.

TABLE B.—Number of Members, Volumes in Libraries,

Public Libraries.	Number of members.	Number of volumes in library.									Works of Reference.	Total.
		History.	Biography.	Voyages and travels.	Science and art.	General literature.	Poetry and the Drama.	Religious literature.	Fiction.	Miscellaneous.		
1 Aberarder	112	127	110	112	162	227	43	223	394	460	50	1,908
2 Admaston	100	68	46	58	50	51	18	21	141	158	.....	614
3 Ailsa Craig	25	148	196	122	208	30	48	145	252	503	43	1,695
4 Algonquin	102	21	8	28	1	12	11	8	26	41	2	158
5 Allandale	100	48	22	6	25	40	.....	27	92	27	.....	267
6 Allan's Mills	102	32	20	18	15	.....	5	20	77	22	.....	209
7 Alliston	118	191	63	111	38	30	26	35	281	245	32	1,049
8 Almonte	143	400	204	273	182	92	56	142	507	416	47	2,319
9 Alvinston* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10 Angus	111	23	10	34	12	11	5	53	51	26	.....	225
11 Arkona	102	119	59	128	168	32	41	100	295	495	39	1,476
12 Arthur	105	199	157	242	199	242	58	170	825	306	.....	2,398
13 Athens	114	162	128	158	103	360	52	127	185	311	6	1,591
14 Atwood	119	33	40	39	32	11	2	15	77	41	15	305
15 Aurora	115	222	70	275	160	190	35	145	592	378	46	2,113
16 Aylmer	123	422	307	267	54	525	164	315	1,210	275	110	3,649
17 Ayr	101	435	475	400	344	.....	106	208	748	780	150	3,649
18 Baden	108	186	92	190	156	245	36	29	260	637	101	1,841
19 Barrie	360	555	358	407	317	355	154	89	1,004	448	178	3,865
20 Beamsville	123	169	69	217	148	.....	61	112	399	376	1	1,552
21 Beaverton	110	134	58	100	83	15	25	44	214	114	32	819
22 Belleville	189	323	171	226	189	483	74	34	1,595	165	88	3,348
23 Belmont	52	98	47	60	54	6	10	39	356	173	29	872
24 Belwood	57	75	38	34	41	2	2	31	75	106	.....	404
25 Bervie	103	41	36	16	23	8	7	25	157	191	.....	504
26 Blenheim	146	262	35	198	169	100	47	86	604	507	44	2,052
27 Bloomfield	176	39	18	23	60	.....	11	14	94	177	2	438
28 Blyth	165	124	87	91	82	14	27	76	267	445	53	1,266
29 Bobcaygeon	109	95	80	224	68	163	29	140	471	340	30	1,640
30 Bognor	102	104	39	79	45	36	17	60	172	283	12	837
31 Bolton	109	134	100	285	119	10	55	94	506	491	48	1,851
32 Bothwell	71	49	36	72	21	46	32	18	343	104	11	732
33 Bowmanville	162	307	212	169	166	305	138	93	1,686	99	79	2,684
34 Bracebridge	161	247	161	178	232	182	76	121	630	58	50	1,925
35 Bradford	105	199	44	121	81	34	20	87	356	272	.....	1,223
36 Bridgen* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
37 Brighton	114	179	146	213	162	70	51	49	374	189	24	1,457
38 Brougham	117	60	26	6	21	7	31	11	153	7	.....	322
39 Brussels	116	178	291	256	231	48	46	106	382	319	32	1,889
40 Burford	107	47	25	94	19	1	11	4	130	65	3	399
41 Burlington	111	128	45	14	120	197	67	52	349	109	1	1,210
42 Burnstown	104	12	8	32	4	4	3	4	45	25	.....	137
43 Calabogie* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
44 Caledon	105	135	107	122	148	62	41	71	390	464	43	1,583
45 Caledonia* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
46 Campbellford	171	361	256	235	421	50	47	96	1,125	550	48	3,179
47 Cannington	112	127	117	224	89	83	38	57	321	305	31	1,391
48 Cargill	166	82	24	61	40	.....	6	13	129	46	46	447
49 Carp	103	29	17	17	7	.....	6	14	32	31	.....	153
50 Chapleau	130	214	.....	13	198	.....	37	4	508	90	17	1,081
51 Chatsworth	101	167	105	269	119	62	9	181	434	364	.....	1,710
52 Cheapside	100	23	33	53	28	19	12	41	182	134	1	831
53 Cheltenham	64	156	133	133	114	53	34	110	267	853	38	1,891
54 Chesley	110	119	72	62	37	112	22	20	358	154	6	982
55 Chesterville	107	58	.....	17	24	.....	.....	.....	102	52	.....	253
56 Claremont	153	100	37	119	94	34	33	20	273	284	4	998
57 Clarkburg	57	66	49	46	58	.....	21	36	189	68	20	553
58 Clarke	127	175	176	269	120	39	40	175	347	490	27	1,858
59 Cliford	120	336	131	232	172	44	72	88	421	487	217	2,160
60 Clinton	212	465	323	293	338	355	127	70	896	565	69	3,208

Volumes Issued and Reading Rooms, 1895-6.

Number of volumes issued.											Reading rooms.	
History.	Biography.	Voyages and travels.	Science and Art.	General Literature.	Poetry and the drama.	Religious Literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.	Number of newspapers.	Number of periodicals.
1	120	137	237	111	237	19	403	592	165	2,021	11	13
2	76	46	62	44	48	22	48	277	513	1,136		
3	22	14	51	10	9	11	12	312	131	572	11	9
4	31	9	240	5	52	11	51	99	139	644		
5	146	49	69	110	10	142	1,331	29		1,847	8	5
6	98	55	130	27	20	112	675	625	14	1,136		
7	312	27	182	21	30	17	844			2,092		
8	1,133	132	1,274	76	2	25	50	1,845		7,074	13	9
9												
10	11	13	148	10	3	4	321	71		685		
11	55	45	145	35	30	50	560	676		1,646	6	16
12	139	23	410	38	193	38	87	959	447	2,334	5	14
13	61	65	371	7	207	51	107	371	310	1,550		2
14	250	175	350	125	475	25	85	2,575	1,550	5,610		
15	615	26	505	347	762	24	160	1,822	1,254	5,516		
16	319	107	180	34	325	72	210	850	167	2,324	14	12
17	233	181	451	101	52	132	2,665	1,756	10	5,584	7	7
18	116	126	341	101	300	21	9	723	1,075	2,833	4	14
19	683	552	1,520	761	752	211	209	3,520	675	8,838	8	22
20	219	22	466	48		8	56	905	536	2,260	7	10
21	59	16	98	20	195	7	28	677	4	1,104	20	10
22	274	97	482	206	673	44	13	7,131		8,920	16	19
23	94	1	14	3	2	1	2	711	15	843		
24	193	51	123	42	11	61	319	673		1,473		
25	79	67	88	51	57	37	73	1,047		2,476		
26	731	61	626	241	79	47	91	1,346	1,863	5,751	7	13
27	5	6	6	7		1	7	6	27	66	7	14
28	30	13	203	12		4	38	716	325	1,341	14	5
29	96	54	517	72	217	15	158	1,101	855	3,087	6	7
30	383	90	264	64	115	34	179	513	1,493	3,220		
31	450	700	1,341	279	21	113	601	1,776	2,300	7,622	10	12
32	20	10	25	5	5	10	2	513	60	650	7	2
33	115	96	136	104	154	85	64	4,885	1,110	6,749	8	32
34	260	39	215	49	14	21	25	1,492	18	2,133	6	61
35	248	1	78	19	3	3	31	588	341	1,352		
36												
37	94	33	340	52	54	24	15	809	33	1,454	12	9
38	150	4	15	15	100	3	27	120	100	534		
39	27	67	405	33		9	15	1,280	36	1,872	10	19
40	96	61	540	42	4	22		838	130	1,748	9	7
41	273	27	451	32	99	75	14	1,149	211	2,311	3	2
42	5		7	1	3	1	2	5	5	30		
43												
44	88	62	123	55	15	40	51	895	1,499	2,828		
45												
46	210	60	900	100	1,050	50	50	1,877	1,067	5,364	7	16
47	470	39	460	44	91	42	101	1,516	1,863	4,426	11	11
48	225	83	613	91		16	84	1,205	146	2,466		
49	8	14	13	3			8	34	24	104		
50	110		50	60		44	20	529	102	915	10	12
51	326	173	619	108	137	14	288	424	322	2,411		10
52	33	15	128	27	7	4	35	244	229	723		
53	141	57	149	37	17	29	53	407	652	1,546		
54	223	28	75	15	93	17	20	1,212	265	1,953		
55	37		53	8				185	47	330	12	10
56	102	36	119	94	34	33		248	351	1,023		
57	103	23	91	32		5	9	669	74	1,005		1
58	119	65	401	26	5	18	137	624	631	2,086		
59	94	66	240	40	62	30	60	220	200	1,052		
60	1,360	1,070	1,053	1,154	1,224	440	220	2,602	1,103	10,408	7	17

TABLE B.—Number of Members, Volumes in Libraries,

Public Libraries.	Number of members.	Number of volumes in library.										Total.
		History.	Biography.	Voyages and travels.	Science and art.	General literature.	Poetry and the Drama.	Religious literature.	Fiction.	Miscellaneous.	Works of Reference.	
61 Cobocok	34	62	24	37	10	145	23	23	152	...	13	344
62 Cobourg	161	345	192	187	195	...	48	224	346	395	24	2,101
63 Colborne*												
64 Coldstream	104	97	31	53	57	34	35	18	261	164	23	773
65 Cold Springs	110	59	56	81	83	23	24	37	136	125	...	624
66 Copleston	14	15	14	25	10	26	8	13	54	37	3	205
67 Copper Cliff	105	48	22	10	7	6	1	8	78	74	2	256
68 Courtright												
69 Dalhousie (McDonald's Corners P.O.)	100	27	11	5	7	9	2	3	62	23	.....	149
70 Delaware*												
71 Delhi	105	74	46	66	43	27	14	11	98	13	.....	392
72 Don	109	64	12	72	11	78	5	5	59	69	.....	375
73 Douglas	105	24	21	8	12	47	11	7	19	21	.....	171
74 Dresden	149	54	21	21	30	99	20	25	221	73	.....	564
75 Duart	102	189	89	205	50	163	51	69	338	2.8	10	1,422
76 Dufferin (Clanbrassil P.O.)	103	80	78	85	36	124	9	130	3.9	142	2	1,025
77 Dunkalk	105	126	138	184	163	...	2	91	320	341	.....	1,405
78 Dundas	129	653	500	721	1,415	424	166	97	1,247	577	292	6,092
79 Dungannon	105	58	67	64	34	64	13	30	150	327	31	838
80 Dunnville	123	191	260	259	125	...	31	47	761	411	.....	2,085
81 Durham	120	318	480	314	385	783	110	72	1,049	.....	59	3,571
82 Dutton	108	53	29	50	30	88	12	17	157	34	1	471
83 Elmira	122	191	99	303	98	170	32	61	566	598	16	2,134
84 Elmvale*												
85 Elora	174	723	633	785	1,434	958	220	178	1,773	934	515	8,153
86 Embro	105	662	488	160	152	25	78	102	1,110	676	57	3,610
87 Emsdale	104	50	11	86	44	.....	10	86	175	45	.....	507
88 Emsville (Barnett P.O.)	110	241	198	110	265	237	58	211	563	279	66	2,168
89 Enterprise	101	52	31	45	10	.....	4	18	97	110	.....	367
90 Essex	172	162	176	126	126	306	62	49	414	.....	44	1,465
91 Ethel	117	92	58	99	36	29	13	50	209	168	2	756
92 Exeter	150	197	146	366	326	129	94	181	810	398	158	2,765
93 Fenella	103	12	19	45	11	21	10	24	71	110	4	327
94 Fenelon Falls	124	541	35	336	241	.....	38	112	1,214	444	27	2,988
95 Fergus	110	631	355	427	601	276	111	297	751	224	129	3,784
96 Flesherton	103	143	36	113	34	75	.....	17	191	167	.....	776
97 Floradale	137	66	57	124	43	22	14	10	141	230	2	709
98 Fonthill	114	255	136	221	240	197	46	137	476	3.6	68	2,132
99 Fordwich	119	64	41	43	33	10	12	33	88	175	.....	449
100 Forest	110	179	185	143	264	.....	66	255	615	203	55	1,965
101 Forks of Credit	100	216	62	203	169	.....	38	79	244	262	35	1,246
102 Fort Erie	101	207	144	102	145	80	36	71	930	77	52	1,844
103 Galt	272	474	405	392	645	355	180	189	890	688	215	4,433
104 Gananoque	226	228	69	137	44	232	22	12	497	335	65	1,641
105 Glen Allan*												
106 Glencoe	108	184	159	55	209	87	63	71	265	122	173	1,388
107 Glenmorris	100	154	91	207	88	84	24	111	387	371	1	1,518
108 Goderich	105	344	271	383	440	73	115	190	868	548	129	3,361
109 Gorrie	104	76	44	100	45	24	.....	39	251	125	2	707
110 Grand Valley	175	187	128	138	79	49	30	113	278	252	17	1,271
111 Gravenhurst	56	40	25	35	70	40	23	14	545	171	13	976
112 Grimsby	105	249	171	421	497	276	77	44	1,167	1,324	56	4,282
113 Hagersville	100	108	65	76	24	55	24	28	237	157	30	804

Volumes Issued and Reading Rooms, 1895-6.

Number of volumes issued.											Reading rooms.	
History.	Biography.	Voyages and travels.	Science and Art.	General Literature.	Poetry and the drama.	Religious Literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.	Number of newspapers.	Number of periodicals.
61								728		728		
62	444	112	556	166	556	112	556	1,390	1,668	5,560	16	18
63												
64	259	44	125	37	18	38	16	878	390	1,806	8	9
65	21	20	50	13	5	5	6	194	180	494		
66												
67	57	14		9			12	115	73	280		3
68												
69	40	34	16	6	7	1	11	346	98	559		
70												
71	62	39	258	30	64	14	8	524	62	1,061	18	7
72	3	2	3	2	11			2	1	24		
73	42	38	40	55	22	20	5	151	34	407		
74	80	45	94	6	105	16	54	1,185	136	1,721	9	5
75	420	49	512	43	321	52	137	602	442	2,583		
76	128	40	60	10	46	1	105	516	52	958		
77	365	104	461	101		2	128	1,367	1,030	3,558		
78	193	79	287	165	40	40	22	2,213	124	3,165	6	23
79	47	38	179	19	362	28	27	458	815	2,002	11	12
80	337	111	1,190	120		31	128	1,888	2,520	6,325		
81	27	23	200	15	1,306	12	11	2,166		3,760	14	12
82	86	15	41	4	143	10	4	213	46	562		
83	119	4	83	10	33	4	31	809	780	1,873	7	15
84												
85	687	92	323	209	844	52	29	4,681	954	7,871	7	17
86	365	185	360	275	470	75	285	770	315	3,178	10	8
87	95	19	355	13		1	185	599	82	1,349		
88	20	10	7	8	132	9	26	544	16	774		
89	176	27	106	5		3	26	607	263	1,213	6	3
90	95	116	103	56	255	30	38	1,784		2,477	13	8
91	60	24	68	7	9	9	39	382	231	826	7	3
92	89	99	1,115	153	41	62	175	2,128	691	4,562	10	7
93	10	12	30	5	8	3	15	30	60	177		
94	258	9	585	22		8	18	2,286	294	3,480	22	14
95	317	59	684	154	56	35	48	1,656	91	3,104	8	12
96	341	36	176	24	79		42	484	464	1,646	1	20
97	93	39	112	25	8	8	5	218	355	864		
98	119	6	75	31	133	2	51	791	410	1,618	11	6
99	387	156	212	72	21	35	180	455	980	2,498		
100	150	60	230	140		30	440	500	230	1,790	10	9
101	248	47	396	35		6	86	494	486	1,708		
102	130	30	125	30	20	3	16	850	95	1,300		
103	179	234	864	299	598	65	38	6,526	369	9,170	8	30
104	671	45	635	21	802	14	5	3,500	2,636	8,329	17	12
105												
106	387	145	92	90	62	83	40	507	77	1,483	4	14
107	134	23	137	11	44	10	54	564	403	1,380	11	6
108	467	226	510	101		22	60	2,440	564	4,390	14	17
109	215	3	194	18	5		77	870	398	1,771		
110	243	112	342	47	82	73	88	458	374	1,819	7	5
111	52	31	197	180	63	27	23	2,032	412	3,017		
112	45	21	45	39	498	18	25	1,930	1,770	4,401	2	18
113	315	27	135	18	452	21	14	780	329	2,091	8	8

TABLE B.—Number of Members, Volumes in Libraries,

Public libraries.	Number of members.	Number of volumes in library.										
		History.	Biography.	Voyages and travels.	Science and art.	General literature.	Poetry and the drama.	Religious literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.
114 Harriston	184	283	221	399	238	241	93	110	1,000	590	123	3,298
115 Hastings*	101	128	116	110	103	130	23	116	186	68	19	991
116 Hensall	137	46	20	14	18	853	14	82	65	68	104	245
118 Hespeler	186	241	239	152	269	853	82	1	608	144	104	2,548
119 Highgate*	105	175	75	201	102	23	24	20	236	191	11	1,058
120 Highland Creek	100	39	29	19	24	10	9	8	137	146	12	411
121 Hillsburg	102	46	41	22	10	63	11	39	94	43	17	318
122 Holland Centre	100	136	120	110	63	203	49	176	260	199	17	1,333
123 Holywood	102	113	17	171	31	23	10	1	358	144	104	868
124 Huntsville	100	134	59	87	92	47	30	93	234	279	3	1,058
125 Inglewood	28	49	45	29	51	56	41	12	294	33	7	617
126 Islington	123	119	41	178	117	164	40	112	587	306	9	1,673
127 Jarvis	127	83	12	35	28	35	5	6	78	55	337	337
128 Kars	105	9	3	15	3	414	183	165	22	7	62	62
129 Kemptville*	197	275	242	224	417	414	183	165	1,114	541	215	3,790
130 Kimberley	101	20	15	41	11	25	4	15	44	175	175	175
131 Kincardine	132	28	11	17	17	48	3	19	36	7	167	167
132 Kinburn	103	63	13	122	13	68	2	19	149	198	647	647
133 Kintore	200	458	392	574	589	597	183	222	1,800	342	245	5,402
134 King City	107	89	8	64	12	15	1	20	118	174	501	501
135 Kingston	50	113	34	23	55	41	3	92	265	328	48	1,002
136 Kirkfield	104	56	21	9	64	144	27	18	127	68	11	545
137 Lake Charles	127	20	18	16	11	38	6	13	47	3	172	172
138 Lakefield	102	86	185	151	24	26	33	20	258	144	28	955
139 Lanark	106	178	108	202	266	115	97	26	894	192	118	2,196
140 Leamington	102	57	26	46	34	30	6	89	89	80	368	368
141 Lindsay	79	155	86	128	111	60	42	106	209	214	13	1,124
142 Linwood	130	193	93	78	123	405	49	70	562	66	51	1,694
143 Lion's Head	104	59	28	54	39	3	15	118	145	145	461	461
144 Listowel	100	57	37	66	38	16	28	189	88	1	520	520
145 Little Britain	49	9	2	.....	1	4	2	2	6	7	33	33
146 Little Current	143	11	23	7	17	12	1	7	9	24	1	112
147 Logan (Mitchell P. O.)	61	156	62	144	109	202	60	115	600	142	25	1,615
148 Lynden	107	123	158	194	118	162	3	174	385	356	117	1,790
149 Lucille*	123	114	64	116	88	18	22	53	238	155	24	892
150 Lucknow	104	106	15	72	29	13	9	23	302	300	3	872
151 Manilla	101	6	1	9	2	14	.....	1	28	27	88	88
152 Manotick	107	171	111	140	60	71	15	29	396	328	9	1,330
153 Maple	102	194	198	477	317	74	52	53	500	331	6	2,202
154 Markdale	109	8	10	16	5	20	5	53	30	14	8	169
155 Markham	106	201	236	192	202	39	76	80	728	302	72	2,128
156 Mayflower (Watford P. O.)	114	114	35	83	73	18	51	7	387	154	922	922
157 Meaford	106	57	46	84	15	23	10	8	112	106	461	461
158 Meaford	117	444	423	447	362	782	117	165	586	662	125	4,113
159 Melbourne*	100	34	37	43	26	.....	.....	28	135	34	337	337
160 Merrickville*	193	381	171	320	238	212	47	123	703	562	32	2,789
161 Midland	114	114	35	83	73	18	51	7	387	154	922	922
162 Mildmay	106	57	46	84	15	23	10	8	112	106	461	461
163 Milton	117	444	423	447	362	782	117	165	586	662	125	4,113
164 Milverton	100	34	37	43	26	.....	.....	28	135	34	337	337
165 Mitchell	193	381	171	320	238	212	47	123	703	562	32	2,789
166 Molesworth*	100	10	15	13	15	45	12	.....	40	73	223	223
167 Mono Centre	109	15	4	16	7	3	4	4	11	11	75	75
168 Mono College	109	15	4	16	7	3	4	4	11	11	75	75

Volumes Issued and Reading Rooms, 1895-6.

Number of volumes issued.											Reading rooms.		
History.	Biography.	Voyages and travels.	Science and art.	General literature.	Poetry and the drama.	Religious literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.	Number of newspapers.	Number of periodicals.	
114	300	500	700	75	200	25	75	350	900	25	3,150	12	14
115													
116	181	58	263	50	280	13	95	360			1,800	8	7
117	92	37	33	14		21		670	190		1,057		
118	72	102	233	46	1,160	31		2,622			4,266	9	15
119													
120	533	95	613	122	22	30	35	644	496	10	2,600		
121	74	32	47	12		13	3	924	374		1,479		
122	80	60	32	18		22	168	210	130	8	728		
123	400	200	600	150	475	230	560	310	530	60	3,515		
124	410	25	685	56	42	18	3	1,340	642		3,221	5	15
125	200	54	191	49	17	41	46	757	687		2,042		
126	62	24	118	42	107	34	87	502	27	5	1,008		
127	174	14	276	66	84	33	161	1,560	616	1	2,985	8	12
128	486	29	155	52	257	20	8	407	255		1,669		
129													
130			2					13	1		16		
131	182	109	177	132	4,494	104	77	6,045	480	25	11,825	7	26
132	30	13	70	9	56	4	38	121			341	3	
133	35	13	42	17	43	1		45	13		209		
134	155	6	303	2	160	1	12	209	224		1,072		
135	360	92	501	312	4,971	95	44	3,882	4,129	93	14,479	24	20
136	62		216	4	12		7	625	142		1,068	9	5
137	261	28	29	46	229	10	124	618	486	40	1,871		
138	81	11	15	20	117	12	2	461	11		740	7	4
139												11	7
140	120	27	316	16	12	22	2	615	352		1,482	5	14
141	130	72	157	220	41	36		2,432	126	140	3,354	16	16
142	2	2		1			2	6			13		
143	96	27	121	28	10	14	50	203	120		669	14	3
144	211	34	147	50	824	28	45	1,786	25		3,150	6	16
145	35	18	18	15		18	25	147	184		460		
146	100	100	250	50		25	50	300	200		1,075		
147													
148													
149	346	87	186	83	126	36	128	487	286	18	1,783		
150													
151	94	58	238	17	63	7	238	641	853		2,209	20	11
152	225	33	517	26	11	29	279	562	659		2,341		
153	300	40	100	60	40	5	50	550	650	20	1,815		
154	36	5	40	5	60		5	260	240		651		
155	167	103	356	34	109	37	40	876	692		2,414	14	5
156	63	57	1,113	63	20	6	17	1,411	1,262	4	4,016		
157	5	7	12	2	11		17	8	2	1	65		
158	65	35	359	59	17	55	13	1,125	690		2,418		6
159													
160													
161	58	5	42	9		5		1,026	39		1,184	6	9
162	209	69	330	30	68	3	46	1,003	271		2,029		
163	65	56	561	95	532	37	154	1,041	611	11	3,163	8	5
164	101	65	157	15			11	681	73		1,103		
165	716	46	255	73	384	29	137	2,764	369		4,773	10	12
166													
167	50	48	8	24	250	50		250	350		1,030		
168	5	2	12	6	3	1	4	13	6		52		

TABLE B.—Number of Members, Volumes in Libraries,

Public libraries.	Number of members.	Number of volumes in library.										Total.
		History.	Biography.	Voyages and travels.	Science and art.	General literature.	Poetry and the drama.	Religious literature.	Fiction.	Miscellaneous.	Works of Reference.	
169 Mono Mills . . .	13	18	31	12	14	12	6	22	52	38	.....	205
170 Mono Road . . .	104	162	121	205	115	64	41	175	350	463	12	1,708
171 Morewood	115	34	31	29	26	20	15	19	36	28	.....	238
172 Morrisburg	139	256	151	108	101	123	25	29	584	200	60	1,651
173 Morriston	100	47	31	39	34	6	15	29	94	99	4	398
174 Mount Forest . .	180	245	201	205	217	....	44	118	583	887	25	2,525
175 Nanticoke	110	100	49	55	24	13	15	24	133	83	.....	496
176 Napanee	207	233	247	722	262	167	82	44	950	251	87	3,045
177 Napanee Mills . .	102	6	11	17	.....	.....	5	4	75	31	1	150
178 Newburg	110	200	95	136	88	.....	30	28	333	271	22	1,203
179 New Hamburg . .	110	152	79	77	70	70	41	40	503	381	20	1,433
180 Newmarket	104	216	61	232	105	31	37	79	284	155	18	1,218
181 Niagara	114	557	410	347	421	497	249	.....	865	505	102	3,953
182 Niagara Falls . .	308	536	368	302	470	360	153	91	1,320	444	75	4,119
183 North Augusta . .	102	30	5	24	15	10	.....	6	23	12	2	127
184 North Gower . . .	66	144	18	101	85	86	7	38	253	251	.....	983
185 Norwich	154	309	203	223	148	189	55	148	1,103	565	59	3,002
186 Norwood	134	141	99	133	93	51	37	85	710	112	34	1,495
187 Oakville	144	207	219	360	183	244	88	194	710	252	101	2,557
188 Omemee	103	60	32	44	46	4	10	43	140	173	27	579
189 Orangeville	121	216	175	180	110	49	86	68	785	549	37	2,255
190 Orillia	250	321	252	421	387	34	76	57	997	509	52	3,106
191 Orono	128	22	93	53	185	43	20	59	60	41	4	580
192 Oshawa	160	460	196	277	167	115	75	120	283	195	133	2,021
193 *Ottawa . . . . .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
194 Owen Sound	227	422	292	252	480	191	149	123	1,722	367	70	4,068
195 Oxford Mills	102	50	54	75	28	4	10	53	239	271	.....	774
196 Paisley	192	277	235	204	303	271	82	309	452	453	41	2,677
197 Pakenham	103	51	25	53	25	27	15	2	78	14	.....	290
198 Palmerston	106	110	52	75	56	80	25	63	389	101	17	968
199 Paris	137	661	539	544	683	521	249	344	1,497	771	370	6,179
200 Parkhill	125	151	69	54	131	94	49	77	225	227	31	1,108
201 Parry Sound	52	111	71	102	67	83	.....	36	183	106	.....	759
202 Pembroke	165	124	35	100	63	372	21	23	270	.....	30	1,038
203 Penetanguishene . .	136	395	344	354	287	700	61	102	815	544	97	3,699
204 Perth	114	408	312	558	272	111	101	24	922	853	26	3,587
205 Peterboro'	394	492	591	588	658	2,045	177	321	1,815	962	375	8,024
206 *Petrolia . . . . .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
207 Pickering	102	104	59	162	89	221	35	50	230	243	3	1,196
208 Picton	175	125	91	123	68	164	31	16	259	.....	11	888
209 Plattsville	116	35	62	37	23	11	17	67	156	102	.....	510
210 Point Edward . . .	68	201	100	239	205	.....	51	40	1,140	406	16	2,398
211 *Port Arthur . . . .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
212 Port Carling	102	76	37	64	35	42	10	21	310	135	7	737
213 Port Elgin	119	272	340	245	247	.....	91	80	492	541	52	2,360
214 Port Hope	158	206	450	375	225	.....	61	20	1,541	506	70	3,454
215 Port Perry	126	131	37	189	39	38	20	.....	272	125	17	868
216 Port Rowan	122	97	76	28	51	96	23	45	304	159	130	1,009
217 Preston	130	547	602	669	1,249	994	265	.....	727	8	153	5,214
218 Primrose	101	22	5	15	2	5	3	10	32	24	.....	118
219 Queensville	120	146	55	82	24	2	8	31	150	272	.....	770
220 Rat Portage	106	76	20	50	25	.....	8	16	214	198	27	634
221 Richmond	110	65	41	60	16	44	2	7	91	.....	2	328
222 Ridgetown	117	185	153	194	354	607	106	75	1,007	.....	.....	2,681
223 Ripley	105	120	108	105	171	172	37	50	314	148	14	1,339
224 Riversdale	102	1	2	33	4	2	1	2	45	83	.....	173
225 Rockwood	116	70	27	40	33	.....	12	.....	111	80	14	387

Volumes Issued and Reading Rooms, 1895-6.

Number of volumes issued.											Reading rooms.	
History.	Biography.	Voyages and travels.	Science and art.	General literature.	Poetry and the drama.	Religious literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.	Number of newspapers.	Number of periodicals.
169	12	20	10	15	125	50	100	200	250	782		
170	252	168	433	124	66	60	343	1,217	2,423	5,086		
171	19	40	70	10	30	5	10	200	35	419	6	2
172	383	55	225	58	56	18	17	2,679	1,099	4,590	17	15
173	165	57	201	54	21	39	97	623	425	1,646		2
174	103	41	226	54		20	50	1,926	2,001	4,421	16	4
175	80	66	169	20	38	33	19	384	192	1,001		
176	299	260	2,125	285	257	176	79	4,458	858	8,797	9	13
177	4	6	108			4	4	252	54	432		
178	187	21	169	33		6	16	512	321	1,265	7	11
179	83	55	100	60	60	35	35	528	208	1,164	12	6
180	604	46	713	88	3	19	140	1,291	225	3,134	4	18
181	91	78	121	45	62	38		2,822	251	3,528	7	19
182	130	120	90	47	160	55	40	5,000	275	5,917	5	16
183	20	3	18	9	7	3	3	20	5	85		
184	410	18	175	42	165	8	52	526	793	2,190		4
185	394	34	520	67	578	16	54	1,675	876	4,211		
186	60	40	105	51	10	36	120	2,988	132	3,556	7	8
187	94	222	579	48	277	13	67	1,997	298	3,607		
188	85	38	59	39		14	163	346	308	1,032	8	14
189	295	147	186	105	273	108	38	1,291	501	2,971	8	13
190	606	73	718	240	45	44	23	4,240	1,687	7,676	8	16
191	112	125	140	32	440	88	144	223	97	1,403		
192	767	50	843	73	70	42	51	1,160	819	3,875	6	26
193												
194	430	141	260	336	118	118	68	10,225	241	11,937	4	28
195	217	228	245	47	11	144	341	1,164	1,324	3,721		
196	540	268	520	120	220	69	322	1,522	2,319	5,902	8	13
197	100	38	116	6	23	10	2	438	30	763	8	4
198	421	290	418	77	182	98	102	1,835	184	3,612	13	14
199	222	145	126	171	325	63	69	2,886	307	4,314	12	29
200	120	62	27	60	124	14	10	745	815	1,980	6	8
201	775	255	310	273	252		156	980	475	3,476		
202	173	61	529	63	1,176	38	34	1,613		3,657	8	11
203	206	120	757	174	613	46	35	698	505	3,236	10	10
204	338	121	1,714	115	227	96	46	4,458	1,095	8,216	14	8
205	862	177	441	428	3,990	103	88	8,053	1,606	15,748	19	88
206												
207	180	29	214	41	452	52	29	806	30	1,825		10
208	516	96	483	78	241	42	29	2,000		3,485	12	7
209	42	72	36	48	4	14	84	1,482	408	2,190	7	6
210	30	5	222	8		2	10	1,655	64	1,998	7	6
211												
212	96	7	128	22	17	1	12	358	278	923	6	4
213	415	75	250	70		40	35	950	347	2,182	4	11
214	165	39	118	13		8	4	3,124	118	3,598	12	22
215	273	19	760	31	54	16		1,165	350	2,668	9	3
216	15	35	70	25	180	11	3	637	525	1,522	8	7
217	102	117	238	149	886			2,264		3,756	8	26
218	53	26	96	6	7	9	45	103	89	434		
219	290	148	345	36		60	170	343	616	2,008		
220	228	20	89	27		4	26	463	385	1,242	29	14
221	139	48	80	15	47	2	13	239		563		
222	54		151	63	1,536		16	1,818		3,638	9	11
223	39	28	115	44	130	16	32	557	87	1,048	6	6
224	15	40	363	21	15	4	11	189	331	989		
225	157	26	130	17		12		1,055	179	1,575	8	3

TABLE B.—Number of Members, Volumes in Libraries,

Public libraries.	Number of members.	Number of volumes in library.										Total.
		History.	Biography.	Voyages and travel.	Science and art.	General literature.	Poetry and the drama.	Religious literature.	Fiction.	Miscellaneous.	Works of Reference.	
226 Rodney	109	70	17	20	30	8	14	24	69	47	25	324
227 Romney	134	121	66	95	103	53	44	99	149	98	39	867
228 Russell	113	82	66	71	59	84	46	43	230	126	150	957
229 Saltfleet (Stony Creek P. O.) ..	25	19	.....	1	1	.....	6	.....	70	33	1	131
230 Scarboro'	160	382	324	363	335	319	79	528	874	382	65	3,651
231 Schreiber	103	62	22	121	124	.....	18	.....	406	16	11	780
232 Seaforth	374	607	382	321	498	282	96	276	1,334	346	515	4,657
233 Shedden	109	38	33	46	24	116	5	18	96	35	66	477
234 Shelburne	113	92	49	21	72	.....	20	35	397	312	.....	998
235 Smith's Falls ..	180	269	266	327	470	.....	81	124	600	818	150	3,105
236 Southampton ..	141	234	207	321	185	194	67	56	718	589	243	2,814
237 Sparta	150	150	32	45	62	68	49	18	298	305	.....	1,027
238 Spencerville ..	66	19	50	21	17	18	.....	3	13	15	.....	156
239 Springfield	134	51	18	43	27	6	8	14	101	40	.....	308
240 Stayner	100	91	47	42	46	36	22	100	363	125	.....	872
241 Stouffville	130	224	175	356	264	291	81	211	741	398	85	2,826
242 Stratford	528	407	293	204	454	428	163	86	1,878	681	142	4,736
243 Strathroy	273	480	305	291	395	404	152	220	1,579	529	93	4,448
244 Streetsville ..	120	210	280	245	360	.....	265	120	1,025	280	30	2,815
245 St. George	149	430	202	415	252	118	58	93	1,470	489	55	3,582
246 St. Helen's	100	76	50	63	29	52	27	50	101	84	10	542
247 St. Vincent* (Meaford P.O.) ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
248 Sunderland	112	59	26	140	112	.....	12	16	169	173	12	719
249 Sundridge	100	22	22	10	13	34	15	17	63	80	13	289
250 Tamworth	141	37	3	18	8	53	.....	2	75	15	.....	211
251 Tara	111	186	36	179	121	41	22	31	347	118	9	1,090
252 Tavistock	104	122	97	106	60	85	49	117	518	449	3	1,606
253 Teeswater	148	188	174	85	245	80	83	67	1,134	306	47	2,409
254 Thamesford	104	102	81	79	79	.....	25	81	312	350	4	1,113
255 Thamesville	203	186	126	88	170	123	67	87	801	370	15	2,033
256 Thedford	103	65	20	30	36	.....	4	11	56	18	19	259
257 Thessalon	103	10	29	48	26	.....	10	12	83	94	.....	312
258 Thornbury	113	46	21	25	11	.....	11	.....	274	135	.....	523
259 Tilbury	105	73	54	48	35	.....	36	37	210	203	30	726
260 Tilbury East (Stewart P.O.) ..	121	163	121	162	117	.....	47	118	259	127	34	1,148
261 Tilsonburg	120	71	71	138	58	260	45	18	750	.....	40	1,451
262 Tiverton	103	62	27	35	31	16	25	18	364	167	.....	745
263 Toronto Junction	105	212	105	182	93	54	38	71	452	450	48	1,705
264 Trenton	104	87	84	85	142	3	39	1	513	250	11	1,215
265 Tweed* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
266 Underwood	142	132	31	78	8	18	11	42	182	344	56	902
267 Uxbridge	127	471	401	422	534	217	107	236	1,777	516	136	4,817
268 Vanderf	144	148	62	271	64	29	21	83	234	469	12	1,393
269 Violet Hill	105	32	16	14	17	6	3	2	58	98	63	309
270 Walkerton	141	169	95	136	191	28	28	.....	548	671	26	1,893
271 Wallaceburg* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
272 Walter's Falls* ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
273 Wardsville* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
274 Warkworth	104	90	42	74	42	15	17	21	263	118	9	691
275 Warendown* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
276 Waterford* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
277 Watford	160	197	128	91	44	24	30	46	578	278	25	1,441
278 Welland	141	309	331	201	502	47	119	132	1,234	139	71	3,085

Volumes Issued and Reading Rooms, 1895-6.

Number of volumes issued.											Reading rooms.	
History.	Biography.	Voyages and travels.	Science and art.	General literature.	Poetry and the drama.	Religious literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.	Number of newspapers.	Number of periodicals.
226	200	20	30	35	10	60	40	200	60	655	10	12
227	206	47	184	90	40	35	216	348	290	1,477	1	1
228	96	46	110	34	45	43	70	620	205	1,269	7	14
229												
230	192	120	77	78	639	192	338	1,112	172	2,926		
231	149	14	384	297		29		973	9	1,862	11	2
232	756	384	1,805	685	560	254	1,926	6,124	510	13,004	21	6
233	87	34	107	19	61	6	20	307	65	706	9	3
234	112	50	59	161		63	41	1,099	542	2,127	7	11
235	380	110	880	362		96	74	5,092	379	7,373	23	14
236	62	38	502	29	16	41	29	1,890	397	3,005		
237	794	184	199	152	211	216	208	705	602	3,274		
238	100	193	176	81	94		7	78	69	798		
239	41	12	38	16	6	8	11	87	28	247		
240	103	29	54	34	55	8	166	908	279	1,636		
241	250	44	245	50	71	11	52	1,321	606	2,650	10	15
242	631	341	433	359	329	162	169	12,104	3,700	18,228	9	17
243	489	337	513	306	280	186	226	6,171	421	9,004	15	12
244	165	68	90	153		116	73	721	179	1,577	7	8
245	230	35	450	125	105	16	40	2,170	423	3,624	6	11
246	100	23	207	19	39	16	65	293	145	907	8	6
247												
248	76	25	167	107		15	16	603	120	1,129	5	17
249	99	12	9	5	31	24	30	417	415	1,050	7	5
250	160	5	109	28	350		7	469	108	1,236	17	7
251	308	6	162	71	44	19	35	1,148	269	2,062	3	13
252	95	58	182	62	127	40	95	1,054	983	2,696	7	16
253	60	42	47	60	137	21	28	2,519	187	3,107	13	12
254	135	69	14	41		19	103	390	769	1,540		3
255	310	274	303	111	264	76	132	2,567	2,030	6,073	12	5
256	376	64	162	38		11	24	404	61	1,140		
257	9	7	251	13		7	2	371	250	910		
258	32	20	22	15		11		1,650	103	1,853		1
259	37	31	88	56		56	26	800	336	1,448	10	6
260	156	206	227	108		28	93	1,149	67	2,137		2
261	35	43	450	30	124	22	9	1,380		2,121	8	7
262	140	48	130	20	10	34	56	1,522	689	2,649	11	4
263	130	45	435	40	45	30	34	893	901	2,553	14	15
264	70	37	131	56		38		1,539	91	1,962	7	15
265												
266	320	14	286	3	10	9	127	506	944	2,219		
267	412	55	176	163	383	28	63	2,271	334	3,885	6	19
268	171	15	201	12	4	10	88	561	497	1,559		
269	211	185	134	74	124	36	24	533	612	1,933		
270	146	100	293	134		18		2,621	1,138	4,450	8	17
271												
272												
273												
274	205	19	174	30			20	527	589	1,564	9	7
275												
276												
277	57	55	99	19		29	37	1,447	195	1,938	8	13
278	172	194	398	312	203	50	170	2,104	308	3,916	14	8

TABLE B.—Number of Members, Volumes in Libraries,

Public libraries.	Number of members.	Number of volumes in library.										
		History.	Biography.	Voyages and travels.	Science and art.	General literature.	Poetry and the drama.	Religious literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.
279 West Lorne....	70	10	8	23	2	12	4	3	25	.....	.....	87
280 Weston	125	230	123	265	179	112	54	79	505	407	50	2,004
281 Wheatley	105	53	15	28	34	16	3	9	130	12	.....	300
282 Whitby	102	238	163	287	263	201	37	103	827	107	30	2,256
283 White Lake....	105	9	4	29	.....	14	11	17	92	18	.....	194
284 Warton	104	149	115	155	137	112	64	114	576	463	89	1,974
285 Williamstown .	116	164	61	13	46	37	43	11	201	59	44	679
286 Winchester	16	38	10	9	.....	5	12	.....	201	39	86	400
287 Windermere .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
288 Wingham	104	198	126	329	265	107	49	72	604	385	27	2,162
289 Woodbridge....	107	160	72	122	152	112	36	49	252	250	19	1,224
290 Woodstock	217	438	503	455	456	827	90	221	1,378	.....	312	4,680
291 Woodville.....	98	106	92	113	55	.....	15	172	306	361	26	1,246
292 Wroxeter	125	524	389	225	250	211	68	102	708	707	44	3,228
Total	32,603	44,003	31,028	40,006	37,677	31,081	11,492	18,168	115,529	64,402	11,219	404,605

Note.—Those marked thus * did not send reports for 1895-6.

Volumes Issued and Reading Rooms, 1895-6.

Number of volumes issued.											Reading rooms.	
History.	Biography.	Voyages and travel.	Science and art.	General literature.	Poetry and the drama.	Religious literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.	Number of newspapers.	Number of periodicals.
279	200	175	635	105	83	175	1,252	1,056	27	2,625	6	4
280	116	39	464	36	34	37	1,546	1,056	27	3,399	8	19
281	111	11	29	30	4	1	460	7	.....	668	7	3
282	30	25	239	22	50	3	1,576	910	.....	2,911	.....	.....
283	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
284	94	45	141	85	14	43	925	647	.....	2,019	8	2
285	38	30	16	30	38	53	311	50	2	575	12	5
286	6	1	3	.....	.....	.....	81	1	.....	92	.....	.....
287	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
288	102	34	105	31	51	17	543	148	.....	1,036	31	10
289	428	108	516	108	196	20	1,000	1,006	16	3,414	9	6
290	409	325	485	325	1,503	205	197	2,010	.....	5,459	13	38
291	119	45	543	26	.....	13	189	780	755	2,270	11	14
292	75	25	87	35	122	3	12	693	126	1,178	.....	.....
51,789	19,435	72,774	20,116	51,184	9,107	20,103	329,448	124, 20	2,282	700,958	1,493	1,884

TABLE C.—Number of volumes purchased by Public Libraries in 1895-6.

No.	Public Libraries.	History.	Biography.	Voyages and Travels.	Science and Art.	General Literature.	Poetry and the Drama.	Religious Literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.
1	Aberarder	21	16	8	6	102	2	62	70	4	.....	291
2	Admaston	17	10	9	15	18	9	11	39	88	.....	216
3	Ailea Craig**											
4	Algonquin		5	22		12	1	3	12	32	.....	87
5	Allandale	17	3	6	1	10		5	25	12	.....	79
6	Allan's Mills	19	6	3	4			7	25	14	.....	78
7	Alliston	19	3	37	5	9	2	6	59	62	.....	202
8	Almonte	37	10	29	4		2		100	54	.....	236
9	Alvinston*											
10	Angus	23	10	34	12	11	5	53	51	26	.....	225
11	Arkona	1	3	6	2	4		2	23	51	.....	92
12	Arthur	11	5	5	12	8		8	16	2	.....	67
13	Athens	18	10	19	4	39	9	22	14	31	1	167
14	Atwood	5	1	6		4		9	9	4	.....	38
15	Aurora	32		16	23	72		16	52	23	3	237
16	Aylmer	17	14	16	21	18	9	19	40	7	3	164
17	Ayr	7	21	8	2		5	2	12	28	1	86
18	Baden	36	9	12				5	51	73	.....	186
19	Barrie	23	4	13	8	12	1	3	29	21	2	121
20	Beamsville	18	4	25	5		6	8	35	48	.....	149
21	Beaverton	7	3	21				4	16	10	.....	61
22	Belleville	6	3	8	10	7	2	1	79		.....	116
23	Belmont	3	5	7	3			3	41	34	.....	96
24	Belwood	11	11	4	5			4	6	26	.....	67
25	Bervie				12			8	37	98	.....	155
26	Blenheim	39	5	23	12	14	7	10	59	49	.....	223
27	Bloomfield	39	18	23	60		11	14	94	177	2	438
28	Blyth	12		4	1	10		1	36	18	.....	82
29	Bobcaygeon	3	4	11	3	10	5	14	19	13	3	85
30	Bognor	14	4	11	13	16		9	29	60	.....	156
31	Bolton	16	1	20	5	10	1	9	8	39	1	110
32	Bothwell		8	32		24	8		98	23	.....	193
33	Bowmanville	16	5	5	12	30	37	6	23	14	3	151
34	Bracebridge	9	7	9	6	3		26	72		27	159
35	Bradford	9	3	5	14		5	12	26	24	.....	98
36	Bridgen*											
37	Brighton**											
38	Brougham	18	23		37		5		13	20	.....	116
39	Brussels	3			1				45	3	.....	52
40	Burford	16	9	53	7	1	2	3	57	30	1	179
41	Burlington	18	2	30	7	2	1	4	49	24	.....	137
42	Burnstowa	12	8	32	4	4	3	4	45	25	.....	137
43	Calabogie*											
44	Caledon	14	5	10	20		1	13	52	112	.....	227
45	Caledonia*											
46	Campbellford	6	12	34	5	12		1	46	78	.....	194
47	Cannington	7	14	9	18	13	7	1	32	45	1	147
48	Cargill	59	4	18	5				73	41	45	245
49	Carp	29	17	17	7		6	14	32	31	.....	153
50	Chapleau	4		4	5		2	4	21	19	2	61
51	Chatsworth	26	9	19	3				48	34	.....	139
52	Cheapside	3	8	25	6			10	101	58	.....	211
53	Cheltenham		1				1	1	21	59	.....	83
54	Ciesley	17	10	21	4	22	1	3	59	58	.....	195
55	Chesterville	46		5	22				35	9	.....	117
56	Claremont	8	7		29	5	1	1	93	60	.....	204
57	Clarksburg	8	9	7	8		2	5	33	30	2	104
58	Claude	4	14	8	11		4	54	17	55	.....	167
59	Clifford	14		29				1	56	57	2	159
60	Clinton	18	14	13	10	26	8	6	24	20	1	140
61	Coboconk**											
62	Cobourg	24	32	11	17	27	5	17	119	73	1	326
63	Colborne*											

TABLE C.—Number of volumes purchased by Public Libraries in 1895 6.

No.	Public Libraries.	History.	Biography.	Voyages and travels.	Science and Art.	General Literature.	Poetry and the Drama.	Religious Literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.
64	Coldstream	16	5	8	8	28	6	2	38	11	.....	122
65	Cold Springs	3	2	5	16	.....	.....	4	17	21	.....	68
66	Copleston** .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67	Copper Cliff	48	22	10	7	6	1	8	78	74	2	256
68	Courtright* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69	Dalhousie (McDonald's Corners).....	15	2	2	4	6	1	.....	20	9	.....	59
70	Delaware* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
71	Delhi	18	11	28	14	11	13	4	61	13	.....	173
72	Don	64	12	72	11	78	5	5	59	69	.....	375
73	Douglas	11	10	6	4	37	6	5	10	13	.....	102
74	Dresden	8	3	6	4	.....	1	1	31	52	.....	106
75	Duart	10	7	26	.....	55	9	11	40	17	.....	175
76	Dufferin (Clanbrasil P. O.)	22	7	15	13	30	.....	8	71	31	.....	197
77	Dundalk	9	12	28	10	.....	.....	13	23	44	.....	139
78	Dundas	20	30	7	12	28	3	2	41	.....	.....	143
79	Dungannon	26	26	28	6	37	5	1	21	26	29	205
80	Dunnville	20	9	28	6	.....	.....	.....	60	31	.....	154
81	Durham	18	18	.....	10	40	.....	.....	60	.....	.....	146
82	Dutton	8	7	2	1	22	1	.....	24	7	.....	72
83	Elmira	18	4	41	1	.....	.....	.....	26	42	.....	132
84	Elmvale* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85	Elora	26	3	6	4	26	1	.....	61	17	.....	144
86	Embro	18	17	3	.....	.....	.....	22	26	49	13	148
87	Ensdale	6	.....	31	8	.....	.....	6	72	6	.....	129
88	Ennotville (Barnett P.O.) .....	.....	.....	.....	.....	7	.....	.....	.....	.....	.....	7
89	Enterprise	3	4	41	2	.....	.....	.....	26	60	.....	136
90	Essex	11	7	14	10	79	1	6	31	.....	1	160
91	Ethel	2	7	10	13	.....	.....	8	6	55	2	103
92	Exeter	5	.....	16	13	.....	.....	2	36	34	.....	106
93	Fenella	4	2	.....	.....	2	.....	2	5	.....	1	20
94	Fenelon Falls	23	.....	3	9	.....	2	8	101	99	.....	245
95	Fergus	11	18	9	15	2	1	.....	19	14	2	91
96	Flesherton	17	3	11	6	10	.....	3	43	43	.....	136
97	Floradale	27	26	53	16	17	6	1	56	181	.....	383
98	Fonthill	8	8	16	28	40	1	2	40	11	.....	154
99	Fordwich	33	23	23	17	.....	4	15	49	74	.....	238
100	Forest	7	4	17	11	.....	5	34	25	4	.....	107
101	Forks of the Credit** .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	Fort Erie	8	13	12	16	16	2	2	128	5	.....	202
103	Galt	22	4	14	2	7	3	.....	55	33	3	143
104	Gananoque	44	.....	23	.....	81	3	1	122	45	6	325
105	Glen Allan* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
106	Glencoe	23	5	5	20	.....	.....	1	20	14	1	89
107	Glenmorris	29	4	18	4	.....	1	3	90	24	.....	173
108	Goderich	8	2	14	20	.....	.....	3	56	26	1	130
109	Gorrie	12	3	15	4	10	.....	18	82	16	2	162
110	Grand Valley	18	15	8	7	12	4	.....	14	18	.....	96
111	Gravenhurst	3	1	1	17	.....	1	.....	197	88	.....	308
112	Grimsby	16	1	6	4	6	2	2	40	53	.....	130
113	Hagersville	15	4	10	2	4	.....	13	45	20	29	142
114	Harriston	10	11	56	.....	1	8	.....	37	55	22	200
115	Hastings* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
116	Hensall .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2
117	Hepworth	46	20	14	18	.....	14	.....	65	68	.....	245
118	Hespeler	6	.....	4	5	123	1	.....	63	.....	.....	202
119	Highgate* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
120	Highland Creek	35	10	18	11	.....	5	5	37	41	.....	162
121	Hillsburg	4	3	7	.....	.....	.....	.....	14	31	.....	59
122	Holland Centre	24	21	16	6	.....	.....	24	57	22	2	172
123	Holyrood	1	6	6	2	19	3	21	18	13	1	90
124	Huntsville	32	6	63	.....	6	3	.....	91	45	.....	246

TABLE C.—Number of volumes purchased by Public Libraries in 1895 6.

No.	Public Libraries.	History.	Biography.	Voyages and travels.	Science and Art.	General Literature.	Poetry and the Drama.	Religious Literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.
125	Inglewood.....	22	7	18	16	...	7	18	40	50	...	178
126	Islington**.....	...	...	...	...	...	...	...	...	...	...	...
127	Jarvis.....	7	2	2	9	10	5	1	110	33	1	180
128	Kars.....	72	...	23	15	14	...	3	65	35	...	232
129	Ken ptville*.....	...	...	...	...	...	...	...	...	...	...	...
130	Kimberley.....	9	3	17	3	...	...	3	34	8	...	77
131	Kincardine.....	14	8	3	25	1	9	3	98	23	12	196
132	Kinburn.....	20	15	41	11	25	4	15	44	...	...	175
133	Kintore.....	23	11	17	17	48	3	...	36	7	...	167
134	King C.ty.....	5	...	40	4	1	2	18	111	152	...	333
135	Kingston.....	39	9	13	42	18	1	2	51	41	...	216
136	Kirkfield.....	24	...	11	...	...	...	...	54	78	...	167
137	Lake Charles.....	27	5	4	12	41	...	30	17	108	...	244
138	Lakefield.....	21	3	...	12	3	7	...	54	2	...	82
139	Lanark.....	20	18	16	11	38	6	13	47	3	...	172
140	Leamington**.....	...	...	...	...	...	...	...	...	...	...	...
141	Lindsay.....	18	2	12	1	19	7	...	21	2	...	82
142	Linwood.....	57	26	46	34	30	...	6	89	80	...	368
143	Lion's Head.....	42	7	22	15	36	4	6	55	15	...	202
144	Listowel.....	33	5	1	22	56	...	17	58	...	...	192
145	Little Britain.....	36	10	31	17	...	1	8	88	111	...	302
146	Little Current.....	7	2	17	2	14	2	...	24	34	...	102
147	Logan (Mitchell P. O.).....	5	...	4	1	9	...	2	2	...	...	23
148	Lynden.....	11	23	7	17	12	1	7	9	24	1	112
149	Lucan.....	15	1	14	3	...	6	3	32	27	...	101
150	Lucille*.....	...	...	...	...	...	...	...	...	...	...	...
151	Lucknow.....	16	5	...	1	...	2	5	9	34	...	72
152	Manilla.....	20	3	61	10	2	4	14	127	44	...	285
153	Manotick.....	27	3	22	3	7	...	...	36	48	...	146
154	Maple.....	2	1	1	2	10	...	...	17	12	...	45
155	Markdale.....	18	5	9	2	...	...	...	35	78	9	156
156	Markham.....	20	14	49	10	...	4	3	50	74	...	224
157	Mayflower (Watford P. O.).....	1	1	3	...	2	...	...	6	4	1	18
158	Meaford.....	14	3	33	4	2	5	2	44	32	1	140
159	Melbourne*.....	...	...	...	...	...	...	...	...	...	...	...
160	Merrickville*.....	...	...	...	...	...	...	...	...	...	...	...
161	Midland.....	31	9	32	8	...	9	2	37	61	...	189
162	Mildmay.....	41	14	61	1	...	...	...	26	98	...	241
163	Milton.....	10	2	9	3	...	...	...	8	12	...	44
164	Milverton.....	...	4	10	1	...	...	7	25	18	...	65
165	Mitchell.....	24	2	24	6	29	...	2	51	25	...	163
166	Molesworth*.....	...	...	...	...	...	...	...	...	...	...	...
167	Mono Centre.....	3	6	4	2	...	6	...	10	32	...	63
168	Mono College.....	15	1	14	7	1	4	3	...	1	...	46
169	Mono Mills**.....	...	...	...	...	...	...	...	...	...	...	...
170	Mono Road.....	1	8	3	1	...	1	...	16	32	...	62
171	Morewood.....	7	7	5	15	...	...	5	8	8	...	55
172	Morrisburg.....	19	17	31	12	...	2	6	30	45	...	162
173	Morrison.....	32	9	22	4	1	7	7	55	67	...	204
174	Mount Forest.....	11	3	7	12	...	3	10	63	108	3	220
175	Nanticoke.....	76	24	38	8	13	3	11	69	52	...	294
176	Napanee.....	11	3	22	3	...	2	...	87	29	...	157
177	Napanee Mills.....	6	11	17	...	...	5	4	75	31	1	150
178	Newburgh.....	16	7	14	8	...	...	...	41	25	...	111
179	New Hamburg.....	15	10	15	6	10	6	6	20	4	...	92
180	Newmarket.....	28	14	27	23	22	6	16	25	33	11	205
181	Niagara.....	13	11	8	11	17	5	...	27	15	10	117
182	Niagara Falls.....	30	16	14	12	23	1	3	56	56	...	181
183	North Augusta.....	30	5	24	15	10	...	6	23	12	2	127
184	North Gower.....	30	3	17	7	3	1	4	46	70	...	181
185	Norwich.....	7	...	4	...	...	...	2	34	109	1	157
186	Norwood.....	37	3	5	...	...	10	3	24	13	1	96

TABLE C.—Number of volumes purchased by Public Libraries in 1895-6.

No.	Public Libraries.	History.	Biography.	Voyages and travels.	Science and Art.	General Literature.	Poetry and the Drama.	Religious Literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.
187	Oakville	10	2	25	8	27		8	70	20	2	172
188	Omenee	19	1	15	3	4		2	31	49		124
189	Orangeville						1		20	35	4	60
190	Orillia	49		18	1			5	34	30		137
191	Orono	3			4	15	1	5	5	2		33
192	Oshawa	42	17	26	19	10	22	7	23	39	3	208
193	Ottawa*											
194	Owen Sound	19	7	5	20	29	8	2	168	5		263
195	Oxford Mills	12	3	17	4		4	9	28	47		124
196	Paisley	25	12	17	2	29	4	19	37	68	2	215
197	Pakenham	29	8	3	11	10	9		15	2		87
198	Palmerston	13	1	45	3	19	9	5	78	23		196
199	Paris	17	4	8	7	15		3	58	11	6	129
200	Parkhill	13	2	4	12	26	6	3	45	55		166
201	Parry Sound**											
202	Pembroke	19	2	3	4	136			59			225
203	Penetanguishene	16	8	29	15	100	1	10	45	114	8	346
204	Perth	9	5	77	7	7		7	78	9		199
205	Peterboro	15	17	30	18	137	6	35	217	49	32	556
206	Petrollea*											
207	Pickering	14		24	10		3	20	24	6		101
208	Pictou	39	19	48	17	21		3	61			208
209	Plattsville	3	5	1	1	3		12	11	16		52
210	Point Edward**											
211	Port Arthur*											
212	Port Carling	8	2	7	5	1		2	9	9	2	45
213	Port Elgin	11	15	11	7		4	1	25	37		111
214	Port Hope	3	1	16	9		1		93	28	2	153
215	Port Perry	45		43	1	15			33	13		160
216	Port Rowan	1	7	1	1	10	4	9	30	15	8	86
217	Preston	8	17	4		80			80	11	2	202
218	Primrose	21	5	15	2	4	3	10	32	24		116
219	Queensville	66	14	20	10	2	1	8	53	105		279
220	Kat Portage				8				43	121	10	187
221	Richmond	25	24	49	11	34	2	1	60		2	208
222	Ridgetown	6	1	10	16	107	7	6	31			184
223	Ripley	12	4	12	3	9	2	2	54	46	1	145
224	Riversdale	1		3				1	34	71		110
225	Rockwood	40	15	24	6		4		69	59		217
226	Rodney				4				1			5
227	Romney	34	3	10	4	18	5	13	31	13	20	151
228	Russell	20	10	20	10	18	8	11	18	26		141
229	Saltfleet (Stony Creek P. O.)*											
230	Scarboro	14	11	23	4	32	6	17	84	22		213
231	Schreiber**											
232	Seaforth	14	7	11	1	6	1	2	30	2	1	75
233	Shedden	8		15	3	13	4	4	13			60
234	Shelburne	7	10	6	12		5		35	15		90
235	Smith's Falls								30	6		36
236	Southampton	30	31	60	15		4		100	110		350
237	Sparta	48	4	9	13	7	4	3	64	58		210
238	Spencerville**											
239	Springfield				8				14	22		36
240	Stayner	9	5	15	8	9		3	95	31		175
241	Stouffville	3	3	12	13	4	6	2	25	32		100
242	Stratford	41	7	9	19	8	12		237	25	1	359
243	Strathroy	20	10	3	8	11	4	14	56	40	2	195
244	Streetsville	12		30	11			2	6	27		61
245	St. George	45	5	50	30			1	71	46		248
246	St. Helen's	8	6	7	10	7	6	6	14	20		84
247	St. Vincent (Meaford P. O.)*											

TABLE C.—Number of volumes purchased by Public Libraries in 1895 6.

No	Public Libraries.	History.	Biography.	Voyages and travels.	Science and Art.	General Literature.	Poetry and the Drama.	Religious Literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.
248	Sunderland.....	8		52	3	13		2	57	115		250
249	Sundridge.....	3	5	1	3	6	8	5	13			48
250	Tamworth.....	37	3	18	8	53		2	75	15		211
251	Tara ..	32	3	20	12	25	3	8	29	30	3	165
252	Tavistock.....	8	6	5	19	5	1	9	56	33		142
253	Teeswater.....	12	6	15	6	25	10	7	42	32	4	159
254	Thamesford.....	31	5	11	7		4	6	66	42		172
255	Thamesville.....	5	3	4	5	7	2		43	72	2	143
256	Thedford.....	62	17	29	16		4	9	53	14		204
257	Thessalon.....	1	13	10	5		1	7	14	13		64
258	Thornbury.....	3	2		11				26	8		50
259	Tilbury.....		4	9	3		7	1	40	49		113
260	Tilbury East (Stewart P. O.).....	44	18	23	22		5	42	63	23		240
261	Tilsonburg.....	3	6	34		29		2	100			174
262	Tiverton.....	4		16		1	1	2	37	64		125
263	Toronto Junction.....	60	30	42	14	6	3	4	61	90		310
264	Trenton.....	6	3	4	12	3	2	1	37	36		104
265	Tweed*											
266	Underwood.....	54	3			6			94	242	10	409
267	Uxbridge.....	27	7	26	8		4	1	40	26		139
268	Vandorf.....	19	8	42	2	3	1	24	18	49		166
269	Violet Hill.....	23	13	6	1	6			45	74		168
270	Walkerton.....	21	3	2	24		1		62	139		252
271	Wallaceburg*											
272	Walter's Falls*											
273	Wardsville*											
274	Warkworth.....	17	11	21	1		2	3	31	50		136
275	Waterdown*											
276	Waterford*											
277	Watford.....	14	10	5	1		1	2	28	13		74
278	Welland.....	25	9	34	39	4	3	15	50	21	2	202
279	West Lorne.....	10	8	23	2	12	4	3	25			87
280	Weston.....	27	6	48	7	6		4	71	89	3	261
281	Wheatley.....	28	7	19	19	11	2	1	33	7		127
282	Whitby.....	2	5	3	1	1	7		50	3		72
283	White Lake.....	9	4	29		14	11	17	92	18		194
284	Warton.....	29	9	10	16	11	4	4	61	28	12	184
285	Williamstown.....		11	3			11	1	18	10		54
286	Winchester**											
287	Windermere*					5						
288	Wingham.....	38	2	9	10	5			28	39		131
289	Woodbridge.....	13	5	13	5	21	2	2	31	44	1	137
290	Woodstock.....	9	5	7	16	60	6	29	43		15	190
291	Woodville.....								31	165		196
292	Wroxeter.....	19	15	18	24	8		5	65	58		212
	Total.....	4,527	1,823	4,152	2,141	3,252	726	1,537	11,602	9,236	434	39,430

* No report.

** No books purchased.

TABLE D.—Evening Classes in Commercial Course, 1895-6.

Public Libraries.	No. of students.	Commercial Course.	Other subjects.
Durham.....	30	Bookkeeping, Arithmetic, Writing.	
Goderich	12	“ “ “	
Hepworth.....	9	“ “ “	
Owen Sound.....	3	“ “ “	Shorthand.
Total	54		

TABLE E.—Evening Classes in Drawing, 1895-6.

Public Libraries.	No. of students.	Primary Drawing.
Galt.	12	Freehand, Geometry, Perspective, Model and Memory Drawing.
Owen Sound	38	“ “ “ “ “
Total	50	

Public Libraries.	No. of students.	Mechanical Course.
Galt.....	12	Machine Drawing.
Peterboro'.....	16	“ “
Total	28	

II.—FREE PUBLIC

TABLE F.—Receipts, Expenditure, Assets and Liabilities of

Free Libraries.	Receipts.							Total.	Rent, light and heat- ing.
	Balance on hand.	From members.	Legislative grant.	Municipal grant.	Sale of magazines, etc.	Lectures and enter- tainments.	Other sources.		
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Aiton*	81 52	59 00	115 00					255 52	18 79
2 Arnprior*	20 01		123 40	50 00			151 12	344 53	42 60
3 Beeton...	33 02	5 00	91 40	100 00		16 90		246 32	
4 Belfountain *		18 70				15 00	11 00	44 70	2 00
5 Berlin			180 00	1,155 68				1,336 68	102 42
6 Brampton	7 69	70 65	256 75	490 00			32 75	767 84	165 40
7 Brantford	68 42	10 00	180 00	2,200 00	5 05		272 72	2,736 19	337 30
8 Brockville	7 35	210 40	310 50	1,320 00	45 75		147 82	2,041 82	325 50
9 Burk's Falls*	36 52	31 00	63 40					135 92	66 00
10 Camden, East	5 43		108 30				50 42	164 15	19 75
11 Cardinal	131 55	16 50	183 50	120 00			5 44	456 99	71 70
12 Carleton Place*	6 02	187 00	221 80	100 00	13 40		252 60	780 82	181 80
13 Chatham	23 49		180 00	1,560 00	122 94			1,886 43	447 73
14 Collingwood	81 24	97 25	251 10	100 00	5 75		66 89	602 23	110 15
15 Cornwall	6 46	138 45	20 80	175 00	13 05		264 60	806 36	359 02
16 Creemore			76 00	35 00			4 00	115 00	8 00
17 Deseronto*		117 45	225 00		16 26		814 08	1,172 79	251 96
18 Drayton	29 75		84 20	150 00			40 00	303 95	38 75
19 Erin	16 20						66 38	82 58	
20 Garden Island			225 00	431 14	41 25		171 24	868 63	147 24
21 Georgetown	12 68	38 50	82 85	175 00	2 40	35 80	27 05	374 28	31 65
22 Gore Bay	36 59	7 50		40 00		28 50		112 59	
23 Guelph			180 00	1,203 37			181 63	1,565 00	365 23
24 Hamilton	64 13		180 00	12,544 67	301 10		6,487 78	19,577 68	911 15
25 Hanover							84 00	84 00	44 00
26 Ingersoll	52 05		184 25	527 00			35 79	799 09	163 13
27 Iroquois	37 72		165 25	150 00			145 72	498 69	80 00
28 Kingsville*	40 42	34 00	75 00	60 00	3 40	57 75	70 50	341 07	64 00
29 Lancaster	11 51		35 50	80 00			30 00	157 01	30 00
30 London			200 00	2,500 00			8,685 21	11,385 21	327 37
31 Maxville	3 90		41 00		10 00	13 70	43 05	111 65	55 50
32 Merrittton	31 10			150 00				181 10	
33 Millbrook	2 89		174 00	100 00	18 50	6 35	215 00	517 74	65 61
34 Niagara Falls South.	90	14 25	162 00					177 15	12 50
35 North Bay*		285 50			20 50	41 04	131 55	478 59	103 19
36 Oil Springs		71 25	96 00	25 00		8 15	5 00	205 40	
37 Port Colborne	2 35	8 90	100 00	50 00			90	162 15	15 00
38 Prescott	18 74		225 00	250 00	7 55	1 05	34 90	537 24	68 83
39 Renfrew*	110 25	16 00	173 40	75 00		58 31		432 96	100 00
40 Richmond Hill	58 00	5 50	162 00	50 00			23 94	299 44	54 85
41 Sault Ste. Marie		92 75	143 00	50 00	25 90		56 00	342 65	28 25
42 Simcoe			171 25	454 84	25 95		191 25	843 29	87 26
43 St. Catharines	91 43		180 00	1,200 00		15 40	3,662 54	5,149 37	158 89
44 St. Marys	19 84	18 00	219 25	275 00	13 50		1 94	547 53	
45 St. Thomas	18 83		170 25	1,250 00	61 75			1,500 83	262 86
46 Sudbury							150 67	150 67	5 00
47 Thorold	99 64	21 25	202 50	150 00	8 50		6 00	487 89	95 24
48 Toronto	3 81		180 00	30,137 00			1,714 20	32,035 01	3,337 17
49 Tottenham*		10 40	93 65				31 17	135 22	
Victoria (Caledonia P.O.)	21 24		226 80			6 90	3 00	257 94	8 40
51 Waterloo	76 64		180 00	300 00			18 70	575 34	
52 Westford			127 75	10 00		10 00		150 75	
53 Windsor	376 79		180 00	1,625 00			242 16	2,423 95	229 57
54 Wyoming	51 22	38 25	141 50		90		3 00	234 87	
Total	1,797 34	1,623 45	7,541 35	61,329 70	738 40	317 85	24,634 71	97,982 80	9,400 76

* These Libraries have been made Free since the 1st of May, 1896.

LIBRARIES.

Free Public Libraries for the year ending 30th April, 1896.

Expenditure.										Assets and Liabilities	
Salaries.	Books (not fiction.)	Books (fiction).	Book-binding.	Magazines, newspapers, etc.	Lectures and entertainments.	Miscellaneous.	Balance on hand.	Total.		Assets.	Liabilities.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 35 00	133 00	17 00				12 40	49 33	255 52	3,293 39		
2 126 00	25 12					144 14	6 67	344 53	792 67	151 12	
3 93 00	65 07	18 97		21 30	15 55	31 41	1 02	246 32	1,051 02	40 75	
4 15 00	18 75	6 35					2 60	44 70	702 60		
5 278 00	441 50	157 01	105 55	159 65		92 55		1,336 68	6,290 00		
6 135 50	120 11	30 44		50 50		263 91	1 93	767 84	11,718 00		
7 783 75	515 40	501 15	151 20	216 75		259 89	70 75	2,736 19	11,970 75		
8 339 00	281 93	170 44	13 40	120 00		718 98	72 57	2,041 82	3,997 67	107 00	
9				25 60		15 00	29 42	135 92	411 92	6 00	
10 25 25	43 42	9 53		38 60		27 55		164 15	438 31		
11 35 00	87 65	25 54		55 15		53 72	123 23	456 99	928 23		
12 150 00	120 53	29 47		52 00		86 12	160 90	780 82	1,460 90		
13 528 40	231 49	212 60	98 22	154 18		148 00	65 81	1,846 43	4,067 81		
14 87 75	122 37	27 51	25 00	86 28		135 95	7 22	602 23	4,724 69	272 26	
15	121 29	25 29		93 90		199 70	7 16	806 36	1,456 85	285 00	
16	85 25	20 00				1 20		115 00	180 91	4 00	
17 100 00	168 01	32 01		66 65		554 16		1,172 79	1,775 00	780 08	
18 75 00	84 03	12 55		41 00		18 20	31 34	303 95	1,181 34		
19 18 50	1 50			44 12		18 46		82 58	570 80		
20 60 00	109 65	14 63		83 76		73 55	379 80	868 63	3,129 80		
21 108 75	80 70	17 99		58 28		76 05	86	374 28	1,410 86		
22	42 39	14 56				10 49	45 15	112 59	603 40		
23 579 88	165 04	111 60	27 80	125 00		190 45		1,565 00	8,400 00		
24 4,189 87	1,117 04	272 61	524 83	645 09		11,837 40	59 64	19,577 68	63,848 47	45,214 78	
25				32 80			7 20	84 00	40 00		
26 174 96	131 06	21 03		70 40		50 99	187 52	799 09	2,187 52		
27 70 00	163 52	41 53		50 00		92 42	22	498 69	1,100 22	100 00	
28 56 80	121 51	18 75		46 25	14 57	17 74	1 45	341 07	438 66	214 40	
29	64 74	15 55				23 77	22 95	157 01	797 95		
30 1,524 57	3,232 57	1,043 15		442 91		4,784 61		11,385 21	27,000 00	25,000 00	
31				50 25		2 54	3 36	111 65	18 36	18 00	
32 13 00	80 11	19 86				31 68	36 45	181 10	336 45		
33 56 70	131 35	35 26		51 70		117 59	59 62	517 74	469 62	175 60	
34 20 00	95 98	17 05				13 55	18 07	177 15	1,103 07	35 00	
35 52 75	164 00	36 56		54 30	1 40	65 89		478 59	412 41	249 82	
36 15 00	132 43	33 00				23 71	1 25	205 40	388 07	100 17	
37	94 20	15 98				18 99	17 98	162 15	787 98		
38 136 44	124 56	33 33		65 60		68 00	40 48	537 24	4,243 68		
39 50 00	111 80	26 37		6 50	45 05	79 55	13 74	432 96	3,067 26	50 00	
40	84 15	16 01		50 00		42 16	52 28	299 44	1,802 28		
41 140 50	67 81	17 00		27 63		70 50	50 95	342 65	987 64		
42 150 00	115 00	34 22	1 85	87 35		203 38	164 23	843 29	6,364 23	550 00	
43 582 50	1,711 86	876 51	276 93	260 10		874 34	408 24	5,149 37	4,068 24		
44 165 00	1 50 00	34 00		63 75		126 38	33 40	547 53	2,093 40		
45 400 00	162 93	39 56	59 75	99 75		456 13	19 85	1,500 83	3,140 85		
46	71 97	14 05		30 15		29 50		150 67	145 67	50 00	
47 93 00	105 45	20 45		54 60		81 52	32 62	487 89	5,182 00		
48 12593 09	**5,514 20		1,751 97	2,211 05		6,557 82	69 71	32,035 01	216,837 69	57,623 05	
49	89 13	12 00				34 09		135 22	842 95	80 57	
50 15 00	85 93	14 34				71 65	62 62	257 94	1,025 04		
51 119 96	131 51	13 52	89 80	95 37		66 65	58 53	575 31	4,284 99		
52	95 19	7 87	1 00	14 10		19 88	12 71	150 75	575 34		
53 648 24	351 35	214 66	61 45	153 39		596 61	163 67	2,423 95	3,913 72		
54 36 00	88 48	16 15		9 00		3 50	81 74	234 87	1,099 57		
24,756 16	17,759 98	4,441 20	3,188 80	6,167 66	76 57	23,414 81	2,746 86	97,982 80	454,138 06	131,067 00	

**Including fiction.

TABLE G.—Number of Readers, Reading Rooms and Volumes

Free Libraries.	Number of Readers.	Number of Volumes in Library.									Total.	
		History.	Biography.	Voyages and Travels.	Science and Art.	General Literature.	Poetry and the Drama.	Religious Literature.	Fiction.	Miscellaneous.		Works of Reference.
1 Alton*.....	102	220	132	149	273	.....	102	....	966	1,035	137	3,014
2 Arnprior*.....	250	109	78	250	71	68	87	27	322	87	34	1,133
3 Beeton.....	232	189	92	143	65	255	62	271	451	193	38	1,759
4 Belfountain*.....	132	105	89	171	78	75	13	61	238	261	16	1,110
5 Berlin.....	2,863	496	364	343	462	590	187	95	1,204	1,707	388	5,837
6 Brampton.....	514	330	203	438	278	.....	71	106	637	585	87	2,735
7 Brantford.....	2,420	983	1,040	746	2,442	1,062	386	618	6,039	967	276	13,564
8 Brockville.....	1,246	1,090	442	377	233	689	150	87	2,769	1,698	205	7,745
9 Burk's Falls*.....	38	33	51	52	53	35	24	40	134	103	16	541
10 Camden East.....	162	59	32	30	88	32	4	42	169	240	16	712
11 Cardinal.....	234	182	96	129	68	12	11	14	36	226	16	1,080
12 Carleton Place*.....	26	230	130	393	170	67	40	143	848	408	24	3,458
13 Chatham.....	1,000	521	361	186	382	168	157	170	1,834	48	277	4,553
14 Collingwood.....	455	502	312	432	417	505	129	109	1,110	638	170	4,354
15 Cornwall.....	490	138	53	73	65	92	28	81	306	647	175	1,658
16 Creemore.....	175	67	44	33	10	45	4	4	60	77	.....	344
17 Deseronto*.....	310	223	64	174	101	.....	46	17	454	339	21	1,444
18 Drayton.....	174	150	137	126	186	142	46	103	598	331	29	1,848
19 Erin.....	113	114	35	93	89	54	25	62	163	174	3	812
20 Garden Island.....	139	575	222	517	1,286	126	157	67	955	472	92	4,479
21 Georgetown.....	271	182	108	73	161	247	41	55	387	117	39	1,410
22 Gore Bay.....	160	33	34	88	37	131	35	3	262	72	.....	700
23 Guelph.....	1,355	617	792	814	964	831	203	350	2,599	1,111	379	8,659
24 Hamilton.....	12,432	1,594	814	2,052	3,118	2,085	765	1,203	3,414	2,600	5,020	22,665
25 Hanover.....	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
26 Ingersoll.....	795	358	245	349	205	655	78	.....	960	.....	46	2,906
27 Iroquois.....	368	165	101	71	81	68	26	15	386	222	37	1,172
28 Kingsville*.....	120	70	29	12	63	.....	26	32	253	156	1	642
29 Lancaster.....	122	160	65	147	111	44	18	69	268	117	101	1,100
30 London.....	2,300	503	554	403	809	600	338	366	2,010	1,436	400	7,318
31 Maxville.....	103	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32 Merriton.....	164	33	29	15	18	30	13	21	190	192	.....	541
33 Millbrook.....	104	110	12	114	47	115	23	9	286	46	6	763
34 Niagara Falls S.....	338	208	126	152	145	155	56	71	432	264	48	1,657
35 North Bay*.....	270	49	50	78	24	77	25	20	117	97	49	577
36 Oil Springs.....	103	87	68	95	46	24	19	26	135	67	.....	567
37 Port Colborne.....	110	150	130	240	75	40	37	50	278	.....	20	1,020
38 Prescott.....	391	259	310	546	339	168	101	93	1,381	232	38	3,467
39 Renfrew*.....	204	347	221	135	241	142	90	19	780	575	5	2,555
40 Richmond Hill.....	206	358	201	212	163	474	51	59	488	23	46	2,275
41 Sault Ste. Marie.....	101	130	58	124	53	80	29	52	225	192	24	967
42 Simcoe.....	495	484	460	414	420	312	180	134	1,303	163	152	4,022
43 St. Catharines.....	1,173	611	473	600	410	316	169	277	1,510	654	155	5,205
44 St. Marys.....	243	480	323	349	576	1,095	73	342	621	.....	27	3,889
45 St. Thomas.....	1,27	604	515	457	521	348	198	431	2,000	1,304	93	6,471
46 Sudbury.....	184	20	3	39	5	.....	.....	4	23	36	.....	135
47 Thorold.....	430	411	213	906	247	.....	53	.....	1,379	356	19	3,584
48 Toronto.....	23,270	3,035	3,660	2,896	5,097	5,622	1,224	1,642	17,890	9,140	42,954	93,160
49 Tottenham*.....	133	88	85	51	38	.....	40	41	380	426	41	1,190
50 Victoria (Caledonia P. O.).....	116	139	90	141	93	5	17	134	373	392	.....	1,384
51 Waterloo.....	954	424	251	549	402	658	230	123	1,418	1,403	63	5,530
52 W. stford.....	104	75	39	59	67	126	12	91	169	151	.....	729
53 Windsor.....	1,547	410	64	161	275	832	125	147	2,997	134	80	5,328
54 Wyoming.....	105	132	75	211	86	.....	22	159	367	266	.....	1,318
Total.....	60,833	18,650	14,175	17,413	20,759	19,257	6,015	8,164	64,931	32,835	51,862	254,091

*These Libraries have been made Free since the 1st of May, 1896.

TABLE H.—Books purchased for Free Public Libraries in 1895-6.

No.	Free Public Libraries.	History.	Biography.	Voyages and travels.	Science and art.	General literature.	Poetry and the drama.	Religious literature.	Fiction.	Miscellaneous.	Works of Reference.	Total.
1	Alton	5	4	4	83	.....	54	.....	26	249	60	485
2	Arnprior	10	10	30	10	15	6	4	60	48	.....	193
3	Beeton	12	.....	13	.....	.....	1	9	36	61	.....	132
4	Belfountain	12	.....	8	.....	.....	.....	.....	12	6	.....	38
5	Berlin	15	3	10	8	7	6	.....	115	205	26	395
6	Brampton	35	2	16	.....	.....	1	.....	43	88	.....	185
7	Brantford	64	58	47	91	9	18	43	564	51	6	954
8	Brockville	92	101	96	13	20	16	25	340	201	1	905
9	Burk's Falls*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	Camden East	4	4	.....	6	.....	3	9	27	61	.....	114
11	Cardinal	29	10	28	13	5	.....	1	45	36	.....	167
12	Carleton Place	21	.....	34	.....	.....	.....	2	52	73	.....	181
13	Chatbam	37	18	44	17	27	24	9	161	135	5	477
14	Collingwood	8	6	13	9	8	3	.....	49	65	2	163
15	Cornwall	33	3	8	.....	51	2	5	97	132	1	332
16	Creemore	33	28	9	7	45	4	4	13	67	.....	210
17	Deseronto	27	11	35	28	.....	2	.....	42	121	.....	266
18	Drayton	1	.....	.....	13	.....	.....	1	35	27	1	78
19	Erin .....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	2
20	Gordon Island	7	4	.....	21	.....	.....	.....	19	18	.....	69
21	Georgetown	24	8	4	18	10	6	15	23	6	.....	114
22	Gore Bay	7	2	13	9	1	.....	2	16	12	.....	62
23	Guelph	27	29	25	62	47	6	29	183	53	10	471
24	Hamilton	45	38	43	91	77	22	36	387	287	.....	1,026
25	Hanover*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
26	Ingersoll	25	7	24	16	65	7	.....	35	.....	1	180
27	Iroquois	45	25	23	8	4	6	4	59	80	.....	254
28	Kingsville	36	17	3	25	.....	21	12	55	89	.....	258
29	Lancaster	33	1	37	7	.....	.....	1	61	23	.....	163
30	London	300	300	180	500	600	.....	150	1,500	150	200	3,880
31	Maxville*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	Merritton	13	13	6	6	18	4	14	47	69	.....	190
33	Millbrook	60	5	51	14	30	4	.....	102	35	.....	301
34	Niagara Falls South	22	5	21	10	4	2	5	29	52	.....	150
35	North Bay	38	48	77	21	77	24	20	115	93	28	541
36	Oil Springs	28	17	64	16	.....	10	12	45	15	.....	207
37	Port Colborne	25	9	20	9	17	1	7	21	18	.....	127
38	Prescott	16	.....	62	5	.....	2	4	55	33	2	179
39	Renfrew	26	5	15	4	2	1	1	28	31	.....	113
40	Richmond Hill	7	9	19	20	14	.....	.....	91	31	1	192
41	Sault Ste. Marie	22	2	18	10	2	13	6	24	9	.....	106
42	Simcoe	45	24	45	45	27	4	8	80	2	2	282
43	St. Catharines	518	473	431	142	217	163	240	1,475	426	65	4,116
44	St. Mary's	6	6	13	15	69	2	22	23	.....	.....	161
45	St. Thomas	36	28	17	16	11	2	31	35	27	1	204
46	Sudbury	20	3	39	5	.....	.....	4	28	36	.....	135
47	Thorold	11	6	15	25	.....	2	.....	54	10	.....	123
48	Toronto	222	286	240	439	610	51	185	1,341	501	588	4,456
49	Tottenham .....	.....	.....	.....	.....	.....	.....	.....	50	111	10	171
50	Victoria (Caledonia P.O.)	23	3	45	1	5	1	15	41	50	.....	179
51	Waterloo	15	9	52	8	23	6	1	51	59	.....	224
52	Wellford	6	4	15	19	7	2	33	12	56	.....	154
53	Windsor	43	22	17	122	76	13	15	359	20	5	692
54	Wyoming	16	3	41	3	.....	6	8	29	67	.....	173
Total		22,05	1,689	2,024	2,010	2,230	527	992	8,155	4,103	1,015	24,930

*No book purchased in 1895-6.

Value of books presented to Free Public Libraries 1895-96.

Brantford	\$ 27 50
Cardinal	75
Creemore	5 00
Guelph	100 00
Hamilton	225 00
London	50 00
North Bay	35 00
Toronto	287 55
Windsor	80 00
	\$810 80

II. ART SCHOOLS AND DEPARTMENTAL DRAWING EXAMINATIONS.

TABLE I.—Certificates Awarded in Primary Art Course from 1882 to 1896.

Year.	Freehand drawing.	Geometry.	Prospective.	Model drawing.	Blackboard drawing.	Teachers certificates	Total.
1882.....	28	21	17	12	28	.....	106
1883.....	84	89	58	47	76	.....	354
1884.....	153	174	139	138	86	66	756
1885	214	529	301	168	198	122	1,532
1886.....	634	672	149	663	414	77	2,608
1887.....	643	1,204	428	444	122	103	2,944
1888.....	805	882	520	403	236	133	2,979
1889.....	1,002	961	394	470	494	187	3,503
1890.....	1,000	1,009	290	811	313	130	3,553
1891.....	1,085	1,569	292	746	422	164	4,278
1892.....	1,361	1,419	569	1,120	720	338	5,527
1893.....	1,769	1,277	439	876	392	220	4,973
1894.....	1,383	719	548	550	562	153	3,915
1895.....	1,813	1,429	658	1,311	991	341	6,543
1896.....	1,195	569	361	1,110	1,121	265	4,621
Total	13,169	12,523	5,163	8,868	6,175	2,299	48,197

TABLE J.—Certificates Awarded in Advanced Art Course from 1883 to 1896.

Year.	Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design.	Industrial design.	Teachers' certificates.	Total.
1883.....	5	5	12	18				40
1884.....	16	5	12	12				45
1885.....	33	18	35	29			4	119
1886.....	35	24	19	48			3	129
1887.....	59	27	28	25	34		14	187
1888.....	22	17	39	44	20		9	151
1889.....	65	36	58	24	25		14	222
1890.....	62	30	76	43	22		15	248
1891.....	80	52	67	66	38		23	326
1892.....	24	32	53	72	37		13	231
1893.....	58	54	73	62	54		13	314
1894.....	31	44	58	79	68		24	304
1895.....	56	52	78	58	29		11	284
1896.....	60	74	103	113		29	17	396
Total	606	470	711	693	327	29	160	2,996

TABLE K.—Certificates Awarded in Mechanical Drawing Course from 1883 to 1896.

Year.	Descriptive geometry.	Machine drawing.	Building construction.	Industrial design.	Architectural design.	Advanced perspective.	Teachers' certificates.	Total.
1883.....	2	3	1	2		3		11
1884.....	1	1	1	1		1		5
1885.....	12	32	4	25		12	4	89
1886.....	14	13	5	28		14	3	77
1887.....	6	5	12	18		6	2	49
1888.....	8	7	7	15		11	2	50
1889.....	13	23	11	20		12	3	82
1890.....	11	23	5	8		12	2	61
1891.....	3	31	8	31		28	2	103
1892.....	17	25	13	38		15	2	110
1893.....	14	33	10	47		35	10	149
1894.....	12	17	6	90		9	3	137
1895.....	5	22	9	31		12	3	82
1896.....	7	9	5		9	12	3	45
Total.....	125	244	97	354	9	182	39	1,050

TABLE L.—Certificates Awarded for Extra Subjects from 1885 to 1896.

Year,	Drawing from the antique. Architectural designs.	Drawing from life.	Painting from life.	Painting, oil colors.	Painting, water colors.	Sepia.	Monochrome.	Sculpture in marble.	Modelling in clay.	Lithography.	China painting.	Reposé work.	Wood carving.	Industrial design.	Machine drawing.	Wood engraving.	Engraving on copper.	Crayon portraits.	Total.
1885....				9	7				14										30
1886....				12	7				11				7						37
1887....		7		32	9				8			2	2						60
1888....			15	12	25	14	13	1	2	10	1	9	2	3		1			103
1889....			12	8	16	21	3	2		7	2	6		1		3			81
1890....		7		4	28	18	10	4		7	1	6		4					89
1891....			4	5	29	26	3	6		5		7		2		1			88
1892....			2	6	21	16	7	1		2	1	3		1				2	62
1893....	11	2	5	9	35	21	7	4		5	1	3		2					105
1894....	11	2	8	6	29	16	5	7		4	2	10		2	10	1			113
1895....	26	6	14	4	39	24	10	1		5	6	18		3	17	5	2	1	181
1896....	14		12	6	34	38	6	1		3	3	30		2	13	1			167
Total	62	10	86	60	309	217	64	27	2	81	17	92	4	29	40	7	7	1	2 1,121

TABLE M.—Certificates awarded to Art Schools, 1895-6.—Primary Course.

Art schools.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grant for certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates taken.		
Brockville	47	17	6	2	9	11	45	1	\$ c. 38 00
Hamilton	107	36	12	6	36	23	113	6	96 00
Kingston	30	2	1	1	4	1	9	1	8 00
London	19	4	2	1	2	5	14		12 00
Ottawa	38	15	5	1	12	11	44		35 00
St. Thomas	13	4	2	1	5	5	17		14 00
Toronto	39	24	8	9	24	20	85	6	51 00
Total	293	102	36	21	92	76	327	14	254 00

TABLE N.—Certificates awarded to Art Schools, Advanced Course, 1895-6.

Art schools.	Number of student for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grant for certificates
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial design.	Total proficiency certificates taken.		
									\$ c.
Brockville	25	2	2	1	3	1	9	.....	10 00
Hamilton	79	13	20	11	22	11	77	6	65 00
Kingston	24	2	4	5	4	1	16	2	16 00
London	21	3	4	3	2	1	13	1	10 00
Ottawa.....	22	7	5	7	6	1	26	.....	18 00
St. Thomas.....	7	1	2	2	3	.....	8	.....	6 00
Toronto.....	48	6	14	9	10	3	42	2	34 00
Total	226	34	51	38	50	18	191	11	159 00

TABLE O.—Certificates awarded to Art Schools, 1895-6—Mechanical Course.

Art schools.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates taken.	Grant for certificates.
		Descriptive geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced perspective.	Total proficiency certificates taken.		
									\$ c.
Hamilton	19	2	3	1	6	3	15	2	13 00
Kingston	8	.....	.....	1	.....	.....	1	.....	1 00
London	2	.....	.....	.....	.....	.....	.....	.....	.....
Ottawa....	11	.....	1	1	2	.....	4	.....	3 00
St. Thomas.....	4	.....	.....	.....	.....	.....	.....	.....	.....
Toronto	5	2	1	2	1	3	9	1	4 00
Total	49	4	5	5	9	6	29	3	21 00

TABLE P.—Certificates awarded to Art Schools.—Extra Subjects, 1895-6.

Art schools.	Number of students for examination.	Number of certificates taken.										Special certificates.				Total.
		Drawing from life.	Painting from life.	Painting oil colors.	Painting water colors.	Sepia.	Monochrome.	China painting.	Wood carving.	Modelling in clay.	Lithography.	Photogravure.	Drawing antique.	Industrial design.	Machine drawing.		Building construction.
Brockville.....	7	...	2	...	...	...	...	...	1	...	...	...	3	...	...	6
Hamilton.....	32	...	...	2	2	4	1	...	1	...	1	5	2	1	...	19
Kingston.....	4	...	...	...	...	...	...	2	1	...	...	...	1	...	...	4
London.....	4	...	...	...	...	1	...	1	...	...	1	...	...	...	...	3
Ottawa.....	8	2	2	2	...	1	...	...	...	...	...	3	4	...	...	14
Toronto.....	36	9	1	6	3	...	...	7	1	1	2	...	6	1	...	37
Total.....	91	11	5	10	5	6	1	10	2	3	3	1	14	11	1	83

TABLE Q.—Certificates awarded to Public Libraries, 1895-6.—Primary Course.

Public libraries.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates taken.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates taken.	
Galt.....	11	...	1	1	...	...	...	...
Owen Sound.....	110	47	16	15	59	60	197	9
Total.....	121	47	17	16	59	60	199	9

TABLE R.—Certificates awarded to Public Libraries, 1895-6.—Mechanical course.

Public libraries.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates taken.
		Descriptive geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced perspective.	Total proficiency certificates taken.	
Galt.....	10	...	3	...	...	...	3	...
Owen Sound.....	2	...	...	...	...	...	...	...
Peterboro.....	4	...	1	...	...	...	1	...
Total.....	16	...	4	...	...	...	4	...

TABLE S.—Certificates awarded to Public Schools, High Schools, Colleges, etc.
1895-6—Primary Course.

Name.	Number of students for examination.	Number of proficiency certificates taken.					Total proficiency certificates taken	Number of teachers' certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.		
Athens High School	79	5	.....	2	5	21	33	1
Aylmer Collegiate Institute	53	18	24	20	23	24	109	12
Beleville Public School	116	25	.....	.....	.....	.....	25	.....
“ High School	44	3	1	7	9	19	39	10
“ Loretto Convent	12	4	1	1	5	.....	11	1
“ Albert College	9	4	7	2	2	6	21	1
Blenheim Public School	31	5	9	3	9	7	33	4
Brockville Collegiate Institute	82	37	37	10	38	41	163	5
Cannington Public School	15	1	.....	3	2	2	8	.....
Caledonia High School	71	50	7	5	31	27	120	3
Dundas High School	37	18	10	5	24	9	66	1
Fenelon Falls Public School	10	9	7	.....	8	2	26	.....
Ganaoquo High School	65	32	.....	2	19	20	73	.....
Guelph “	2	1	1	1	2	2	7	1
Guelph Loretto Academy	14	5	2	5	4	5	21	3
Hamilton Queen Victoria P. S. ..	38	14	18	14	26	8	80	7
“ Ryerson P. S.	31	18	16	19	16	14	83	5
“ Model School	19	11	15	12	5	9	52	6
“ Loretto Academy	25	4	1	.....	5	3	13	.....
Highgate Public School	27	8	19	.....	8	14	49	1
Kemptville High School	88	38	23	14	30	48	153	10
London Collegiate Institute	476	145	35	13	113	82	388	11
Lindsay High School .....	.....	.....	.....	.....	.....	.....	.....	1
Markham High School	110	53	40	28	27	45	193	15
Meaford “	34	14	13	2	16	10	55	1
Morrisburg Collegiate Institute ..	123	10	16	12	22	33	93	18
Niagara Falls Loretto Convent ..	32	10	3	.....	5	14	32	.....
Norwood High School	55	10	.....	.....	9	11	30	.....
Orangeville “	37	18	6	2	12	13	51	3
Oshawa “	80	38	.....	1	26	13	76	2
Ottawa Normal School	81	16	17	16	13	10	72	4
Parkhill High School	33	10	10	3	7	9	39	2
Perth Collegiate Institute	73	15	4	4	41	12	76	2
Pictou High School	74	51	21	12	29	50	163	10
Stratford Loretto Convent	19	2	2	2	5	3	14	.....
“ Collegiate Institute	32	5	.....	.....	10	13	27	1
St. Thomas “	168	48	29	22	42	58	199	25
“ Alma College	28	17	7	5	12	14	55	7
Tilsonburg High School	29	6	1	1	6	7	21	1
Toronto Dawson St. P. S.	20	5	8	.....	1	5	23	.....
“ Givens St. P. S.	8	3	.....	1	2	3	9	.....
“ Parkdale P. S.	16	7	.....	.....	9	7	23	.....
“ Herbrd St. C. I.	123	73	16	13	49	67	218	22
“ Jameson Ave. C. I.	65	28	1	.....	28	19	76	.....
“ Loretto Abbey	63	27	8	7	26	12	80	8
“ Loretto Academy	16	3	4	.....	1	2	10	.....
“ Loretto Convent, Brnd St.	8	1	1	.....	1	.....	3	.....
“ Loretto High School	29	6	13	6	20	5	50	5
“ St. Joseph's Convent	70	12	27	22	9	9	79	5
“ Miss Veal's School	2	2	.....	.....	.....	.....	2	.....
Vankleekhill High School	69	15	3	6	17	18	59	4
Wallaceburg Public School	58	2	4	.....	28	42	76	2
Whitby Ladies' College	10	4	.....	1	4	3	12	.....
“ Collegiate Institute	69	36	10	9	39	38	122	14
Windsor “	127	34	19	10	38	63	164	8
Woodstock “	34	23	.....	.....	17	15	55	.....
Total	3,139	1,046	516	324	959	985	3,830	242

TABLE T.—Certificates awarded to Public Schools, High Schools, Ladies' Colleges, etc., 1895-6.—Advanced Course.

Name.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial design.	Total proficiency certificates taken	
Blenheim Public School.....	2				1		1	
Baden ".....	1					1	1	
Belleville Albert College.....	5	4		4	3	1	12	1
Belleville High School.....	27	1		16			17	1
Belleville Loretto Convent.....	7				5		5	
Guelph Loretto Academy.....	11	3	5	2		1	16	
Hamilton ".....	14	1		7	2		10	
Niagara Falls Loretto Academy..	20	2	6	1	4	2	15	
Ottawa Normal School.....	11	2	1	2	2		7	
Stratford Loretto Convent.....	8	1	1	5	1	2	10	
St. Thomas Alma College.....	6	3	3	5	4	2	17	1
Toronto Loretto High School.....	7			7	2		9	
" " Academy.....	5							
" " Abbey.....	52	8	3	14	22	2	49	2
" Miss Veal's School.....	2							
Whitby Collegiate Institute.....	13				3		3	
" Ontario Ladies' College..	13	1	4	2	9		16	1
	204	26	23	65	63	11	188	6

TABLE U.—Certificates awarded to High Schools, Ladies' Colleges, etc., 1895-6.—Mechanical Course.

Name.	Number of students for examination.	Number of proficiency certificates taken.						Teachers' certificates.
		Descriptive geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced perspective.	Total number of proficiency certificates taken.	
Guelph.....	2	1				2	3	
Markham High School.....	12	1				1	2	
Perth Collegiate Institute.....	1							
Picton High School.....	2					1	1	
St. Thomas Collegiate Institute..	1					1	1	
Whitby Ladies' College.....	4							
" Collegiate Institute.....	2							
Woodstock " ".....	1	1				1	2	
Total.....	25	3				6	9	

TABLE V.—Certificates awarded to Ladies' Colleges, etc.—Extra Subjects, 1895-6.

Name.	Number of students for examination.	Number of certificates taken.							Sp'c'l certificates	Total.
		Drawing from life.	Painting from life.	Painting oil colors.	Painting water colors.	China painting.	Pastel painting.	Pen and ink sketches.	Industrial designs.	
Belleville Albert College.....	7			5	4				1	10
Guelph Loretto Convent... ..	5	1		2					..	3
Niagara Falls Loretto Convent....	13			4	7		1	1	..	13
Owen Sound Collegiate Institute ...	1								1	1
Simcoe High School	1			1						1
St. Thomas Alma College.....	13			2	3	5				10
Toronto Loretto Abbey	29		1	6	15	12	1			35
“ St. Joseph's Convent .. .	5			1	1	2				4
“ Miss Heaslip's School	1					1				1
Whitby Ladies' College.....	10			3	3					6
Total	85	1	1	24	33	20	2	1	2	84

TEACHERS' FULL CERTIFICATES—PRIMARY COURSE.

Awarded in 1896. See page 260, Annual Report 1895.

Name.	Address.	Name.	Address.
<i>Males.</i>		<i>Males.</i>	
Abbit, George	Aylmer.	Laur, L. Norman	Aylmer.
Anderson, Wm. G.	Morrisburg.	Leggett, Howell	Perth.
Angustine, W.	Aylmer.	Lomas, A. Wesley	Orangeville.
Barry, Leonard	Morrisburg.	Loucks, Horatio	Morrisburg.
Bartle, Simon	"	Manning, Fred.	Whitby.
Bassett, Frank	Toronto.	Martin, Wm.	Kemptville.
Belanger, Victor	Vankleekhill.	Matchett, Edward	St. Thomas.
Bell, George	St. Thomas.	Maxentius, Rev. Bro.	Toronto.
Bertram, George M.	Toronto.	Mennie, Robt. S.	"
Bevis, Walter	Hamilton.	Mennil, Jas.	London.
Bewell, George	Whitby.	Merkley, Russell	Morrisburg.
Birrell, Robert	"	Miller, Chas.	St. Thomas.
Black, Hugh	St. Thomas.	Miller, Robt.	Brockville.
Bond, Leonard	Vankleekhill.	Moffitt, John	Owen Sound.
Bradley, Wm.	Dundas.	Montgomery, John	Morrisburg.
Brownlee, Hugh	Kemptville.	Moody, Norman	"
Chenay, Wm. A.	Windsor.	Morden, G. W.	Picton.
Chilver, Lewis	"	Morrison, Stewart	Vankleekhill.
Clark, Chas.	Picton.	Mundy, Harold	Hamilton.
Clark, Wm.	Meaford.	Myland, Le lie	Blenheim.
Cleminson, Frank A.	Windsor.	McAuley, Albert	Athens.
Cochrane, John	St. Thomas.	MacLoughlin, F.	Hamilton.
Cockburn, Jas. A.	Brockville.	McBarrmid, Stewart	Aylmer.
Crysler, Jas. M.	Toronto.	McEown, Carlyle	Windsor.
Dempster, G. T.	"	McEwen, J.	Ottawa.
Dunlop, Findlay	Owen Sound.	McEwen, Wesley	Owen Sound.
Dunning, Sherman	Picton.	McIntyre, Jas. A.	London.
Eggleson, Lancelot	St. Thomas.	McLaren, Daniel	Morrisburg.
Elliott, G. W.	Kemptville.	McLaurin, Donald	Vankleekhill.
Farley, Edgerton	St. Thomas.	McPherson, Hector	Orangeville.
Farthings, Chas.	Aylmer.	Neilson, James	Hamilton.
Ferguson, A.	Toronto.	Neilson, James	Toronto.
Fleming, Robt.	Markham.	Nichol, Wm.	Parkhill.
Flockler, Chas.	"	Nichol, Walter L.	London.
Frank, Ber.	Stratford.	Ogilvie, Chas.	Hamilton.
Fraser, F.	Picton.	Pardoe, Avern	Toronto.
Gamble, Frederick	Brockville.	Pashley, G. Frank	Windsor.
Gardner, Robt.	Toronto.	Pattullo, Thos.	Orangeville.
Gee, Hartley	Markham.	Penwarden, Claude	St. Thomas.
Gerow, Eyre	Picton.	Procunier, Wm.	Aylmer.
Givin, Albert	Hamilton.	Render, McKenzie	Morrisburg.
Hall, Wilbert	Parkhill.	Richardson, Harold	Whitby.
Herron, Edgar	Markham.	Robuck, J. R.	Toronto.
Hess, Wm.	St. Thomas.	Sandham, Howard	St. Thomas.
Hicks, Alfred	"	Sanders, Walter	"
Hill, Herbert	"	Sayers, Thos.	Morrisburg.
Hilsman, Samuel	Morrisburg.	Schofield, Wm. A.	Hamilton.
Hopkins, Harry	St. Thomas.	Scott, Jas. A.	London.
Hurley, Bur.	"	Shultis, Adam	Guelph.
Imrie, George	Brockville.	Sider, Abram	Markham.
Ingram, Wm.	St. Thomas.	Sinclair, Claude	Aylmer.
Johnston, Wm. C.	Toronto.	Smith, Harry	Whitby.
Johnston, E.	Caledonia.	Stewart, Andrew P.	Hamilton.
Jordon, Cecil	Markham.	Taylor, Harry	Picton.
Kay, Fred. C.	Owen Sound.	Thompson, Sidney	Whitby.
Kennedy, Andrew B.	Morrisburg.	Thomson, Arthur	Markham.
King, David A.	"	Todd, D.	Ottawa.
Lamberton, H.	Caledonia.	Tulley, Hubert	Picton.
Lanchland, Lyman C.	Oshawa.	Turley, John	"
Lanning, Ernest	St. Thomas.	Twitchell, F. G.	Toronto.
Lauder, Arthur	Whitby.	Vaughan, John	Toronto.

TEACHERS' FULL CERTIFICATES—PRIMARY COURSE.

Name.	Address.	Name.	Address.
<i>Males.</i>		<i>Females.</i>	
Vining, W. R.	London.	Hunter, Alma.	Morrisburg.
Wales, Ernest	Markham.	Huxtable, Nellie.	Markham.
Wallace, Jas.	Kemptville.	Johnston, Carrie	Whitby.
Warren, Lloyd	Perth.	Johnston, Gertie	Blenheim.
Way, Asa.	St. Thomas.	Johnston, Margaret	Toronto.
Way, Walter J.	Toronto.	Johnston, Wilde.	Kemptville.
Wells, Arthur F.	Windsor.	Jones, Jennie	Balsam.
White, Chas.	Arkwright.	Jordan, Emma	Markham.
White, Fred.	Aylmer.	Keighley, Maggie	Toronto.
White, Herbert	"	Kerr, Nellie	London.
Yake, John	Markham.	Kilgour, Bessie	Morrisburg.
		King, Maggie	Kinzston.
<i>Females.</i>		Kinver, Annie	Oshawa.
Adams, Clara	Whitby.	Kirby, Ethel	St. Thomas.
Arnold Maude	"	Kuntz, Carrie	Toronto.
Ashworth, Ethel	Owen Sound.	Lewis, Grace	Hamilton.
Asford, Bertha	St. Thomas.	Little, Alice	"
Aylesworth, Bede	London.	Lumley, Bertha	Markham.
Backus, Elsie	St. Thomas.	Mattice, Marion	Hamilton.
Baird, Etta	Blenheim.	May, Maude	Toronto.
Barnard, Rose	Hamilton.	Meadows, Ida	St. Thomas.
Bates, Emma	Kemptville.	Meek, Annie	"
Baxter, Agnes	Toronto.	Metcalf, Lulu	Toronto.
Biggs, Jessie	Windsor.	Miley, Florence	"
Black, Maggie	St. Thomas.	Miller, Addie	Picton.
Brown, Bertha	Owen Sound.	Mobray, Ade'aide L.	Ottawa.
Brown, Desta	Kemptville.	Morrow, Frances	Toronto.
Brown, Mary	Owen Sound.	Myers, Eva	Kemptville.
Bryan, Lottie	London.	McAuley, Margaret	Toronto.
Campbell, Agnes J.	"	McCarthy, Sadie	Whitby.
Campbell, Jessie	Toronto.	McComb, Nellie	St. Thomas.
Campbell, Nellie	Hamilton.	McCormack, Florence	Toronto.
Carr, Kate	Brockville.	McEachern, Maude	Owen Sound.
Chaplin, M.	Toronto.	McEwan, Maggie	Brockville.
Coghlan, Ida	Guelph.	McKenna, Mary	Belleville.
Collar, Ella	Blenheim.	McKenney, Louise	Aylmer.
Cortie, Bessie	Toronto.	McKibbon, Allie	Caledonia.
Courtis, Annie E.	St. Thomas.	McNeil Roberta	Windsor.
Custance, Bertha	Toronto.	McQuillan, Blanche	Guelph.
Deacon, Lina	Brockville.	McQuillan, Nellie	"
Dickson, Margaret G.	Toronto.	Nash, Mary	Belleville.
Dillon, L.	"	Newman, Maud	Hamilton.
Dolan, K.	Belleville.	Middleton, Nellie	St. Thomas.
Dunn, Ethel L.	London.	Ogilvie, Elsie	Hamilton.
Evans, Lillian	Toronto.	O'Reilly, Harriet	"
Farran, Florence	Morrisburg.	Orvis, Minnie	Whitby.
Feeney, Minnie	Toronto.	Parkes, Marie	Toronto.
Fetterley, Ella	Morrisburg.	Patterson, Lizzie	Hamilton.
Forrest, Jessie	Toronto.	Pettigrew, Lillian	"
Forster, Jessie	Markham.	Pierson, Carrie	St. Thomas.
Frost, Cora	Belleville.	Powell, Winnifred	Hamilton.
Frost, Edith	"	Pringle, Hattie	Whitby.
Frost, May E.	Ottawa.	Prounnier, Clara	Aylmer.
Gorman, K.	Toronto.	Robertson, Eunnie	Hamilton.
Grant, Edith Amy	Hamilton.	Rockwell, Alice	Picton.
Gunstone, Edith	Aylmer.	Rose, Hilda	Toronto.
Hall, Lena	Markham.	Ryan, Kate	St. Thomas.
Halloran, M.	Toronto.	Sager, Florence	Belleville.
Hayes, Eurette	Hamilton.	Smith, Lulu M.	Toronto.
Hill, Blanche	Belleville.	Stone, Allie B.	Highgate.
Hill, Lottie	London.	Sullivan, Kate	Toronto.
Hodgson, Emma	Toronto.	Swain, Rosa	Kemptville.
Howard, Amelia	Belleville.	Taylor, Annie	Belleville.
		Taylor, Blanche	"
		Thompson, Jean	Whitby.

TEACHERS' FULL CERTIFICATES—PRIMARY COURSE.

Name.	Address.	Name.	Address.
<i>Females.</i>		<i>Females.</i>	
Thompson, Lilian	Belleville.	Watson, Bertha	Belleville.
Thomson, Bell	Markham.	Wee-zar, Ada	Morrisburg.
Thomson, Nora	Owen Sound.	Weldon, Anna	St. Thomas.
Tory, Alberta	Hamilton.	Welinger, Ethel	Toronto.
Tuppling, Minnie	Owen Sound.	Whelan, Josephine	"
Vausickle, Hattie	St. Thomas.	Whittingham, Bertha	"
Waddell, Maud	Hamilton.	Wickett, Minnie	St. Thomas.
Wallace, Ethel	Kemptville.	Wilson, Jennie	Tilsonburg.
Warfield, Rose	Wallaceburg.		

Teachers' Full Certificates—Advanced Course.

Austin, Elizabeth B., Whitby.
 Batten, Harry G., Hamilton.
 Caverly, May, Belleville.
 Courtis, Annie E., St. Thomas.
 Dalton, Mabel, Kingston.
 Evans, Lilian, Toronto.
 Garvin, Matthew, Hamilton.
 Griffiths, Sarah, London.
 Gunn, Frances, Hamilton.

George, Maggie, Toronto.
 Ireland, Mrs. Kate, Hamilton.
 Ls. Laberge (Bro. Maxentius), Toronto.
 Mason, Herbert G., Hamilton.
 Mattice, Marion, Hamilton.
 Raymond, Harold, Kingston.
 Shields, Loretto, Toronto.
 Yourex, Edith, Belleville.

Teachers' Full Certificates—Mechanical Course.

Batten, Harry G., Hamilton.
 Ls. Laberge (Bro. Maxentius), Toronto.

Stewart, Andrew P., Hamilton.

MEDALS AWARDED IN 1896.

The following medals and special certificates were awarded for the year ending 30th April, 1896 :

Gold Medal.

Presented by the Minister of Education for Advanced Course :—Industrial designs and drawing from the antique, Lilian Evans, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best industrial designs (Art Schools), W. H. Lyon, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the highest number of marks in the Mechanical Course, Andrew P. Stewart, Hamilton Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best specimen of machine drawing from models, Herbert G. Mason, Hamilton Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best original drawings in building construction or architecture, Harry G. Batten, Hamilton Art School.

Bronze Medals.

For the best painting, oil colors, Carry L. Hilliard, Toronto Art School.

For best drawing from life, Alice Carter, Toronto Art School.

For the best specimen of china painting, Maude May, Loretto Abbey, Toronto.

For best specimen of wood-carving, Stewart Dewar, Toronto Art School.

For the best specimen of lithography, Harold Plewman, Toronto Art School.

For the best specimen of modelling in clay, Jas. A. Cockburn, Brockville Art School.

For the highest number of marks in the Primary Drawing Course (Art Schools and Ladies' Colleges), Annie E. Courlis, Alma College, St. Thomas.

For the highest number of marks in the Primary Drawing Course (Public Libraries), John Moffitt, Owen Sound Public Library.

For the highest number of marks in Primary Drawing Course (High Schools and Collegiate Institutes), Jas. M. Crysler, Harbord Street Collegiate Institute, Toronto.

For the highest number of marks in Primary Drawing Course (Public Schools), Walter Bevis, Queen Victoria Public School, Hamilton.

EXAMINATION PAPERS ISSUED BY THE EDUCATION DEPARTMENT IN 1896.

Primary Course.

Freehand	2,787
Geometry	1,707
Perspective	1,848
Model drawing	2,849
Blackboard drawing	2 816

12,007

Advanced Course.

Shading, flat.....	211	
Outline, round.....	179	
Shading, round.....	283	
Flower drawing	260	
Industrial design.....	142	
Competition for gold medal.....	3	
		1,078

Mechanical Course.

Descriptive geometry	59	
Machine drawing	44	
Building construction	34	
Architectural design	28	
Advanced perspective	56	
		221
Total		13,306

REPORTS OF ART SCHOOLS AND SCIENTIFIC INSTITUTIONS.

1.—ART SCHOOLS.

Brockville Art School.

The report of this school for the year ending 30th of April, 1896, shows that the session consisted of two terms attended by sixty-five students in the primary, advanced and mechanical courses, also a small number in the extra subjects including oil and water color, both from cast and from life; but being a manufacturing town the school has given more attention to the studies necessary and useful to mechanics than to those merely crammental.

The President says "at last there seems to be a feeling amongst the mechanics that a proper course of drawing is essential in their various crafts."

It is, perhaps, a little surprising that many comparatively uneducated young men appear to take a great interest in geometrical drawing, both practical and advanced, which by a natural sequence leads to industrial design.

It also speaks well for the capacity of our youth to note how readily they learn and understand the principles of perspective, intricate though they sometimes are.

One of our students succeeded in taking the medal for modelling in clay. We trust that next year more pupils will take up this most useful art.

A few of our ex students have found some occupation in Canada and the United States drawing and designing for periodicals and private employers, but we can only regret that the manufacturers in our own vicinity do not deem it expedient to employ designers for the goods they manufacture, but borrow designs of foreign origin.

Miss Stewart, who after leaving the Brockville Art School, took a full course and fellowship in the Philadelphia Woman's School of Design, and whose work is undoubtedly original, beautiful and practical, being unable to obtain employment as a designer is anxious to get a position as instructor for which she is eminently qualified.

The receipts, including \$444.00 Government grant, were \$491.00; expenditure, \$427.50; balance on hand, \$63.50.

Hamilton Art School.

The report of this school for the year ending 30th of April, 1896, shows that the number of individual students attending the school during the year 1895-6 were 154, being 71 males and 83 females, but as many of the students attended two or more classes the school registers indicate a still larger attendance. The success of the students is most encouraging, as will be seen by the following summary of Departmental Awards :

One Silver Medal for Machine Drawing.
 One " " " Architectural Design.
 One " " " Mechanical Course.

Certificates :—Five for drawing from the antique, 4 for sepia from casts, 1 for oil monochrome painting, 2 for original design, 6 for architectural design, 1 for machine drawing from actual measurements, 3 for advanced perspective, 2 for descriptive geometry, 3 for machine drawing, 11 for industrial design, 20 for outline from the round, 13 for shading from the flat, 11 for shading from the round, 22 for drawing flowers from nature, 36 for freehand, 36 for model drawing, 21 for memory drawing, 12 for practical geometry, 6 for perspective, 1 for modelling, 2 for oil color painting, 2 for water color painting, 2 for drawing for photogravures ; 225 total awards.

This year five students have completed their teacher's certificates, six students have taken full certificates in the Advance Course, and two students have taken full teachers' certificates in the Mechanical Course.

The Vice-President says :—" For several years there has been a tendency with evening class students to discontinue their studies before arriving at the more advanced and practical stages of the work, and to induce such to remain in the school, after due consideration by this Board, it was decided to admit all students free to the evening classes who have previously paid fees in any class or classes for the full term of three years ; this together with fewer annual subscribers necessitates our relying on a large Government grant."

The receipts, including \$548 00 Government grant, were \$2,998.75 ; expenditure, \$2,948.09 ; balance on hand, \$50,66.

Kingston Art School.

The report of this school for the year ending 30th April, 1896, shows that the school reopened on Monday, September 30th, 1895, with a fair attendance of pupils, which increased during the session. The number of pupils on the roll was forty nine.

As under the new regulations of the Education Department an industrial course was compulsory, provision was made by the directors for teaching the subjects by the engagement of Mr. Wainwright to teach wood carving and modelling in clay, of Mr. Cunningham to teach wood engraving, and of Miss Wrenshall to teach china painting, while the drawing for lithography was taught by the principal.

In the other courses the usual satisfactory progress was made by the pupils.

During the session the directors added to the library of the school a splendid copy of Owen Jones' " Grammar of Ornament," a work most useful to all the students of design and which was much appreciated by the students in that subject.

The receipts, including \$350 Government grant, were \$644.45 ; expenditure, \$626.75 ; balance on hand, \$17.70.

London Art School.

The report of this school for the year ending 30th of April, 1896, shows that 74 students attended the classes and 2,081 lessons were given during the session.

The school has been removed to more suitable rooms, which are better lighted and ventilated than those formerly occupied.

It is gratifying to state that the following occupations were well represented in the classes : Engravers, lithographers, cabinet makers, wood carvers, stone cutters, marble makers, school teachers, etc.

The Secretary says : " It will be seen from the financial statement I have the honor of submitting, that notwithstanding the great expense we were put to in removing and refitting up the new rooms, with the strictest economy we have kept the expenses within the income, our grant from the Government last year being reduced on account of our not complying strictly with the law."

The receipts, including \$322 Government grant, were \$395 99, expenditure \$395.99.

Ottawa Art School.

The report of this school for the year ending 30th of April, 1896, shows that the session commenced on the 1st of November and closed on the 30th of April.

The total number of students was 68, classified according to subjects, as follows : Oils, 7 ; cast, 22 ; freehand, 13 ; perspective, 12 ; architecture, 7 ; design, 6 ; geometry, 12 ; machine drawing, 2 ; model drawing, 11 ; life, 6. The total attendances were as follows : In the ordinary classes 2,075, and in the mechanical 1,212, making a grand total of 3,287.

The Secretary says : " At the close of the session an exhibition of the pupils' work was held and created much interest in the city. Prizes were given and were presented by His Excellency the Governor-General, thus reverting to a system which has been in abeyance for some years, but which cannot be regarded, in view of the excellence of the exhibit, as other than an important advertisement for the school. It is to be regretted that your intimation that an exhibition of Art Schools' work would be held in Toronto this year arrived too late to admit of our sending the collection to you intact for participation in that exhibition.

I may add that the Association regards the results of the past session with satisfaction."

St. Thomas Art School.

The report of this school for the year ending 30th of April, 1896, shows that the Directors' board of management had not complied with the requirements of the Act.

The receipts were \$419.50 ; expenditure, \$419 50.

Toronto Art School.

The report of this school for the year ending 30th of April, 1896, shows that the session commenced on the 30th September, 1895, and ended 30th April, 1896. The total number of students in attendance was 148.

In the evening classes there were in attendance twenty-two lithographers, five photo engravers, three stained glass designers, three school teachers, five engravers, two jewellery designers, one carpet designer, three decorators, two interior wood decorators, one architect, two wood carvers, four illustrators, five clerks and thirty-one students who are studying with the intention of applying themselves to some branch of industrial art. In the day classes, two lithographers, four illustrators, two designers, one stone carver, one sculptor, one architect, three teachers and forty-five students otherwise.

An exhibition of art school work, conducted by the Education Department, was held in the art gallery by permission of the Ontario Society of Artists at the close of the examinations and was largely attended by the public.

As a result of these examinations, \$76 was received for certificates, also the gold medal for the advanced course, a silver medal for industrial design, and three bronze medals for modelling in clay, wood carving and wood engraving.

The receipts, including \$176 Government grant, were \$2,377.06; expenditure, \$2,352.38; balance on hand, \$24.68.

Ontario Society of Artists.

The report of this society for the year ending 30th of April, 1896, shows that the usefulness of the institution has been increased by the appreciation of the public in holding art exhibitions. A very successful exhibition was held at Winnipeg, and at the Toronto Industrial Exhibition the Fine Arts Department was placed under the control of the society, which exhibited a large and representative collection of Canadian Art and elicited great admiration.

The Art Union of Canada in connection with the society has not been successful this year. The president says:—"Various reasons may be assigned as causing this untoward result, but doubtless in dull times will be found the most potent factor. Infringement on our charter by outside parties and associations may also be looked on as having been exceedingly harmful to the enterprise as well as to the cause of art generally in the Dominion.

"The 24th annual exhibition may fairly be deemed a surprise when the present times are considered, as artists have shown much courage in preparing works and incurring expense necessary in the face of but little prospect in return, thus proving that material gain is not their chief aim, but that a strong love of the work itself sustains them in their course.

"The condition on which the society receives its annual Government grant has been changed this year. By these the Government requires that a selection be made of work by the society to the amount of two hundred dollars to commence a collection for the Education Department. This is being complied with cheerfully and is regarded as desirable." The pictures selected by ballot were "Notre Dame, Paris," by F. McG. Knowles, and "Old Stage Days, Ontario," by W. E. Atkinson.

The receipts, including \$800 Government grant, were \$5,263.17. Expenditure, \$2,346.86. Balance on hand, \$2,916.31.

2.—SCIENTIFIC INSTITUTIONS.

Astronomical and Physical Society, Toronto.

The report of this society for the year ending 30th of April, 1896, shows that twenty-six regular fortnightly meetings of the society were held, also several meetings for telescopic observation.

The proceedings at the regular meetings included the reading of papers on scientific subjects by members and reports of original work done at the telescope and in the laboratory. On March 3rd, 1896, a special meeting was held for the purpose of experimentation with Crooke's tubes. The society was fortunate enough to add to the existing facts in connection with the X rays, one other, namely, that by interposing bromide sheets instead of photographic plates in the path of the rays, several impressions could be taken at once. This was communicated to the press promptly, but subsequently a claim only for independent discovery was made, as it appeared that the same experiment had been conducted by members of the French Academy of Science almost at the same time.

Original work at the telescope has included the sketching of the features of the moon's surface and the recording systematically of the appearance of the solar disc.

Our library has been increased during the year by regular exchanges received from all the great observatories of the world and from many of the scientific associations of Europe and America. Private donors have also helped to render efficient the collection of works of reference.

Opportunities for telescopic observation have been given the pupils of some of the public schools.

The resources of the society have been sufficient to allow of the publication of a volume annually which is known as the *Transactions* of the society and copies of which have been sent to practically all the leading centres of science throughout the world.

The instrumental equipment of the society as a body consists only of one telescope, a 6 inch reflector donated by Lady Wilson, of Toronto. Among the members, however, there are many telescopes ranging from the smallest to a reflector of 10½-inch aperture, and a refractor of 5-inch.

The receipts, including \$200 Government grant, were \$557.41. Expenditure, \$413.73. Balance in hand, \$143.68.

CANADIAN INSTITUTE, TORONTO,

The report of this society for the year ending 30th of April, 1896, shows that the following papers were read during the season :—

Inaugural Address by the President, Prof. A. B. Macallum.

A Root-Tubercle Fungus in the Prothallium of *Botrychium Virginianum*, with lantern illustrations, E. C. Jeffrey.

The Socialism of To-day, Hampden Burnham.

Some Views and Theories as to the Nature and Objects of Government, Edward Meek.

How can Legislatures best encourage the Fine Arts, and to what extent should they do so? T. Mower Martin.

Applied Science in Metal Founding, T. Doherty.

A page from English History, Rev. H. H. Woude.

The Ice Age and Lake Levels at Toronto, Prof. A. P. Coleman.

The Action of Light on Bacteria, J. J. Mackenzie.

The Origin of the Earth's Atmosphere, Prof. A. B. Macallum.

The Under Currents of History, Miss Mary Agnes FitzGibbon.

Sun Spots, G. G. Pursey.

The Forests and Forest Trees of Canada, Robert Bell.

Wales and its Literature, Rev. Neil MacNish.

The Celt in Ancient Egypt and Babylonia, Rev. Prof. Campbell.

The Intestinal Absorption of Iron, T. W. G. Mackay.

The New Photography, or the Properties of the Rontgen X-Rays, F. J. Smale.

The New Ontario, Archibald Blue.

The French Language of Lower Canada, Prof. M. L. Queneau.

The Evolution of Teeth, illustrated by lantern slides, Prof. R. Ramsay Wright.

Lake Levels, R. F. Stupart.

The Algonquin Park, W. Houston.

Meeting in the University Chemical Laboratory—Theory of Gas Batteries, F. J. Smale; The Electric Spark in High Vacua; On the New Photography, copiously illustrated by experiments and photographs, J. O. McLennan.

Cession of Canadian Territory and Fisheries by the Treaty of Independence, 1783, Thomas Hodgins.

Experimental Phonetics, with exhibitions and demonstrations by Rousselot's apparatus, Prof. H. Schmidt-Wartenberg.

The Cabots, Prof. G. M. Wrong.

The Seasons in Hudson's Straits, F. F. Payne.

A Slave Rescue in Niagara Sixty Years Ago, Miss Janet Carnohan.

The Development of Personal Liberty under British Law, J. C. Hamilton.

The Blackfoot Language, Part 1, Rev. John Maclean.

Recent Doings in Gaelic Literature, Rev. Neil MacNish.

Some Modern Views of the Ego and Non-Ego, Prof. D. Clark.

The History of the Development of our Knowledge of the Nervous system, illustrated by the lantern, Prof. A. Primrose.

A Popular Observatory, G. E. Lumsden.

Notes on the Discovery and Exploration of Lake Erie, James H. Coyne.

Biological Section.

Chairman's Address—Rare Bird Visitors, John Maughan, jr.

The Development of the Microscope, Robert Dewar.

Origin of Seeds, E. C. Jeffrey.

Some New Views of the White Corpuscles of the Blood, G. G. Pursey.

Role of Bacteria in Soils, J. J. Mackenzie.

Microscopical Objects, Messrs. Mills and C. Armstrong, sr.

The Prototype in Evolution, Robert Dewar.

Microscopical Photography, Charles Armstrong.

The Walrus and the Seal ; Their Habits and Economic Value, W. D. Stark.

Subjects outside of the foregoing list were introduced and discussed at various meetings, which were participated in with considerable interest by those present.

Four field days were held last summer, when the Don Valley, Black Creek, Hogs Hollow and Mount Dennis were visited with profit and pleasure.

The Museum has received several donations during the past session.

Geological and Mining Section.

Ontario as a Mining Country, Prof. A. P. Coleman.—(Opening address).

Exploratory Work with the Government Diamond Drill, Thos. W. Gibson

Progress in Mineralogical Science, W. A. Parkes.

What is a Metal ? Robert Dewar.

Ontario Along the 48th Parallel, Archibald Blue.

One field day was held during last summer up to the Don Valley, which was attended by an unusually large number of members and friends.

Library Statistics.

Books and periodicals purchased and donated, 897.

Books and periodicals rebound, 1,023.

Books and periodicals loaned, 1,273.

Exchanges received, 2,408.

The receipts, including \$1,000 Government grant, were \$2,652 06 ; expenditure, \$2,570 28 ; balance on hand, \$81.78. Archaeological Department—Receipts, \$1,560.44 ; expenditure, \$1,386 91 ; balance on hand, \$173 53. Building Fund—Receipts, \$650 73 ; expenditure, \$357.20 ; balance on hand, \$293 53. Binding Fund—Receipts, \$930 32 ; expenditure, \$332.64 ; balance on hand, \$147.68.

HAMILTON ASSOCIATION FOR THE PROMOTION OF SCIENCE, LITERATURE AND ART.

The report of this society for the year ending 30th of April, 1896, shows that the following papers were read and discussed during the season :

Inaugural Address—President A. T. Neill.

Ascetyline Gas, George Black.

China, Past and Future, S. A. Morgan.

The New Ontario, Archibald Blue.

Biological Notes, William Yates.

Opposing Forces, H. B. Small.

Neglected Methods of Education, T. W. Reynolds.

Local Museums, A. Alexander.

Notes of a Wayside Traveller, William Yates.

Our Educational System, an historical sketch, Inspector J. H. Smith.

Biological Section.

Why Should We Study Biology? A. Alexander.

The Biological Section has undertaken the listing of all wild plants found in the district, a copy of which will appear in our next Journal of Proceedings.

Geological Section.

Geological Notes on the Grimsby Ravine, Col. C. O. Grant.

Geological Structure of the Tunnel Cutting, Hunter street, A. E. Walker.

Answer to Geological Critics, Col. C. O. Grant.

Notes regarding our Local Graptolites, Col. C. C. Grant.

Geological Notes on the Pepestone District, Manitoba, James A. Donaghy.

A large number of specimens of graptolites from this locality were supplied to Prof. R. Gurley, of Washington, D.C., who is preparing a work on the graptolites of North America ; and Prof. Schuchert, of the Washington Museum, visited our museum for the purpose of obtaining the loan of specimens of star fishes to assist him in the preparation of a new book on the fossil star fishes of North America.

Large and valuable additions have been made to the museum, including specimens of the Niagara and Clinton formations at Hamilton, also a collection of fossils of the Miocene period from the museum at Washington.

Mr. Hunter has prepared a profile of the tunnel cutting on Hunter street, Hamilton, indicating the various strata throughout and the points where animal and vegetable deposits were found.

Photographic Section.

Demonstrations on Lantern Slide Making, Messrs. Moodie and Baker.

Practical Addresses on the Photographic Art, A. M. Cunningham.

The Composition of a Picture, S. John Ireland.

Several interesting exhibits of work done by the members were held during the session.

The receipts, including \$400 Government grant, were \$740.10. Expenditure, \$509.55. Balance on hand, \$230.55.

LITERARY AND SCIENTIFIC SOCIETY, OTTAWA.

The report of this society for the year ending 30th of April, 1896, shows an increase of 15 members. The total number of members is now 275.

Lectures.

The Lecture Course was amalgamated during the past winter with that of the Field Naturalists' Club, thereby affording a weekly lecture free to all. This course they were enabled to pursue through the liberality of the Minister of Education, who placed at their disposal the Assembly Hall of the Ottawa Normal School.

The Course was opened by a conversazione with microscopes, natural history specimens and short addresses. The subject of the lectures given were as follows :—

Insects of the Rocky Mountains, Dr. Fletcher.

A Dark Tragedy, Prof. McNaughton.

Extinct Monsters, Dr. H. Ami.

Recent Explorations in Labrador, A. P. Lord.

How to Study Botany, Dr. Burgess.

Pompeii, Dr. Adams.

Bacteria, Prof. Shutt.

Eggs and Nests of Fishes, Prof. Prince.

Several of the above lectures were illustrated with lime-light views.

Library Statistics.

Books purchased during the year, 25.

Books presented to the society, 23.

Periodicals bound, 25.

Total number of books and periodicals in library, 3,189.

Number of members who borrowed books, 259.

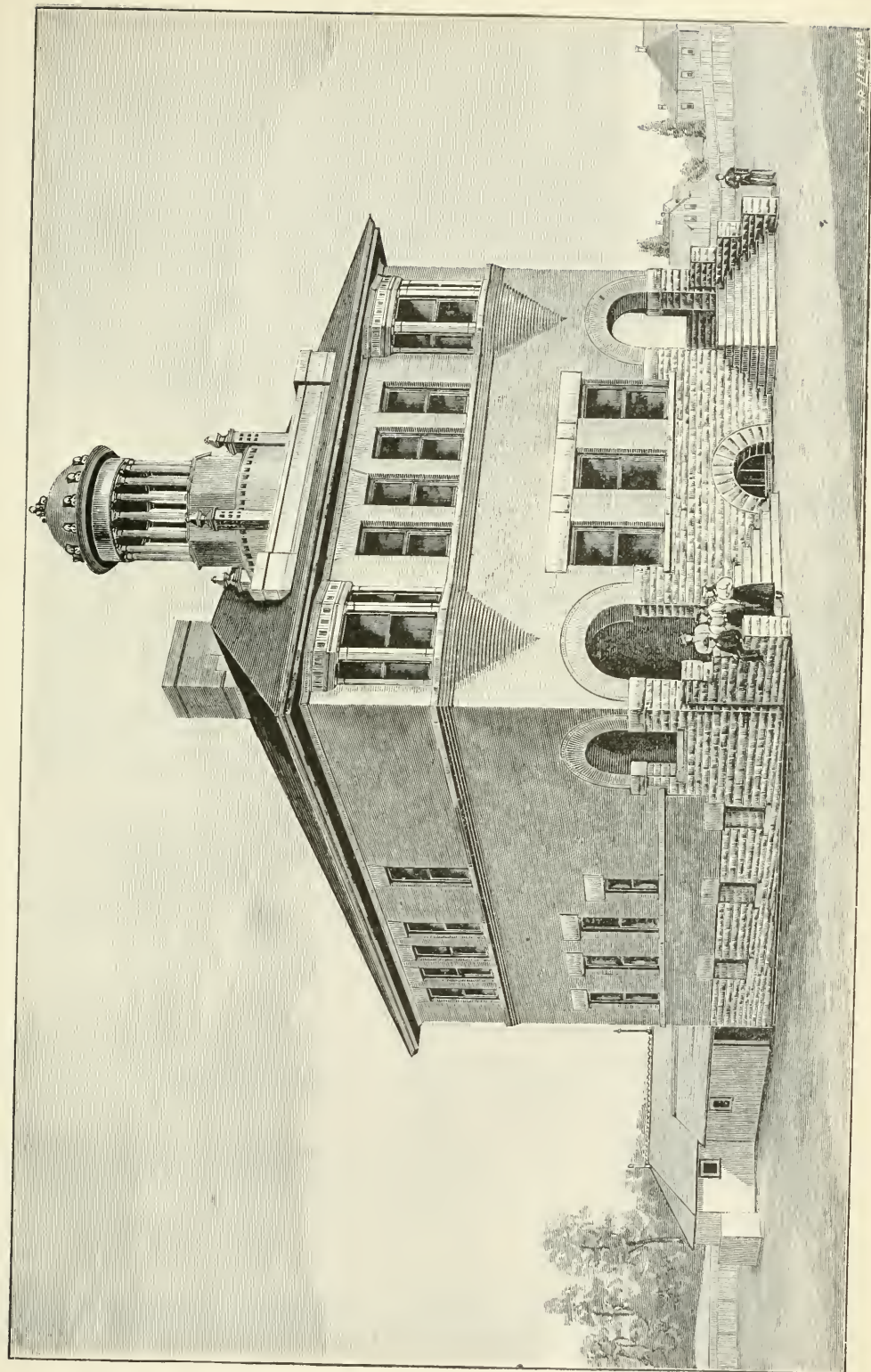
Number of books loaned, 5,001.

A catalogue of books as recommended by the Superintendent of Libraries will be completed this year.

ROYAL SOCIETY.

The Royal Society of Canada held its annual meeting in May, to which Mr. Otto J. Klotz was appointed as a delegate, and gave a report of the year's work of this society.

The receipts, including \$400 Government grant, were \$2,569.36. Expenditure, \$2,482.51. Balance on hand, \$86.85.



HIGH SCHOOL, GRAVENHURST.

L'INSTITUT CANADIEN FRANCAIS DE LA CITE D'OTTAWA.

The report of this society for the year ending 30th April, 1896, shows that there are over 350 members. During the year lectures and musical entertainments have been given on the following subjects :—

La littérature française, Dr. F. X. Valade, President.

Une episode de la vie réelle dans les prairies de l'Ouest, L'Hon. Jos. Royal, ex-Lieutenant-Gouverneur des Territoires du Nord Ouest.

Les Etres d'Autrefois, Conférence illustrée, Le Dr. Ami.

Cremazie, L'Homme, le poète et le penseur, Mr. Henri Desjardins (littérateur).

Maitre Lachaud, Mr. Auguste Lemieux, étudiant en droit de Montreal.

Le Phonographe, Edison, avec illustrations et reproductions musicales.

Conférence amusante sur *La Gaguette*, Mr. Benjamin Sulte.

Conférence en français, Les Colons de l'Ouest demandent de la littérature pour développer leur intelligence les distraire et les amuser.

La question des Ecoles, L'Hon. Sénateur Bernier.

Un procès célèbre, avec illustrations, Cours de Justice, Jurés, etc., Messrs. Charron, Vincent et Choquette.

The literary club for lectures and discussions for young people is still continued.

The library consists of about 300 volumes of English and French literature.

The reading room has forty English and French newspapers, magazines and reviews.

The museum contains about 750 specimens chiefly relating to botany and mineralogy.

Being the only French literary and scientific institution in Ottawa, it is generally well patronized by the citizens.

The receipts, including \$421 Government grant, were \$1,744.59. Expenditure, \$1,612.75. Balance on hand, \$131.84

ST. PATRICK'S LITERARY ASSOCIATION, OTTAWA.

The report of this society for the year ending 30th of April, 1896, shows that they expended \$319.90 for lectures and entertainments, and \$85.50 for evening classes. The library contains 365 volumes. The number loaned was 214. The reading room was well attended.

The receipts, including \$260 Government grant, were \$1,080.07. Expenditure, \$1,050.83. Balance on hand, \$29.24.

S. P. MAY,
Superintendent.

APPENDIX M.—UNIVERSITY OF TORONTO; COUNCIL OF THE UNIVERSITY; COUNCIL OF UNIVERSITY COLLEGE; SCHOOL OF PRACTICAL SCIENCE.

1. ANNUAL REPORT OF THE UNIVERSITY OF TORONTO, 1895-6.

To His Honor the Honorable George A. Kirkpatrick, LL.D., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto :

MAY IT PLEASE YOUR HONOR :

The Chancellor, Vice Chancellor, and members of the Senate of the University of Toronto, have the honor to present their report upon the condition and progress of the University for the year 1895-6.

The following tabulated statement of the admission to degrees, and *ad eundem statum* and of the members who matriculated in the different Faculties from June, 1895, to June, 1896, is submitted :—

Law—

Matriculation.....	24
Degree of LL.B.....	22
Degree of LL.D.....	3

Medicine—

Matriculation.....	60
<i>Ad eundem statum</i> from the College of Physicians and Surgeons.....	10
<i>Ad eundem statum</i> from other Universities.....	9
Degree of M.B.....	58
Degree of M.D.....	1

Arts—

Matriculation.....	276
<i>Ad eundem statum</i> from other Universities.....	5
Degree of B.A.....	152
Degree of B.A. <i>ad eundem gradum</i>	1
Degree of M.A.....	22

Agriculture—

Degree of B.S.A.....	10
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Pedagogy—

Degree of B. Paed.....	3
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Dentistry—

Matriculation.....	4
<i>Ad eundem statum</i> from the Royal College of Dental Surgeons.....	53
Degree of D.D.S.....	39

Music—

Matriculation.....	3
Degree of Mus. Bac.....	5

Pharmacy—

<i>Ad eundem statum</i> from the Ontario College of Pharmacy.....	66
Degree of Phm. B.....	68

Engineering—

Degree of C.E.....	1
Degree of E.E.....	1

Applied Science—

Degree of B.A.Sc.....	8
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During the year fourteen hundred and seventy-eight candidates were examined in the different Faculties as follows :—

Faculty of Law.....	26
Faculty of Medicine.....	206
Faculty of Arts.....	1,044
Department of Agriculture.....	12
Department of Pedagogy.....	4
Department of Dentistry.....	85

Department of Music.....	20
Department of Pharmacy.....	68
Department of Engineering.....	2
Department of Applied Science.....	11
Total.....	1,478

W. MULOCK,
Vice-Chancellor.

TORONTO, December 11th, 1896.

2 ANNUAL REPORT OF THE COUNCIL OF THE UNIVERSITY OF TORONTO, 1895-1896

To His Honor the Honorable George A. Kirkpatrick, LL.D., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto :

MAY IT PLEASE YOUR HONOR :

The Council of the University of Toronto begs leave to present to your Honor the following report for the academic year, ending with the 30th of June, 1896.

In accordance with the provisions of the new University Act, the University Council is now charged with the work of instruction in Arts, Law, and Medicine ; the subjects in the Faculty of Arts, being, however, restricted to Mathematics, Physics, Mineralogy and Geology, Chemistry, Zoology, Botany, Physiology, History, Ethnology, Comparative Philology, History of Philosophy, Logic and Metaphysics, Italian and Spanish, and Political Science.

Under this arrangement the members of the teaching Faculties of Arts and Law for the past session were as follows :—

Staff, 1895-1896.

Faculty of Arts and Law.

President, James Loudon, M.A., LL.D.

Physics—

Professor, James Loudon, M.A., LL.D.

Demonstrator, W. J. Loudon, B.A.

Lecturer, C. A. Chant, B.A.

Assistant-Demonstrator, J. C. McLennan, B.A.

Mathematics—

Professor, Alfred Baker, M.A.

Lecturer, A. T. DeLury, B.A.

Fellow, W. J. Rusk, B.A.

Chemistry—

Professor, W. H. Pike, M.A., Ph.D.

Lecturer, W. L. Miller, B.A., Ph.D.

Lecturer, F. J. Smale, B.A., Ph.D.

Fellow, F. B. Allan, B.A.

Lecture-Assistant, G. Elliott, B.A.

Biology—

Professor, R. Ramsay Wright, M.A., B.Sc.

Lecturer, E. C. Jeffrey, B.A.

Assistant-Demonstrator, R. R. Bensley, B.A., M.B.

Fellow, J. McCrae, B.A.

Physiology—

Associate-Professor, A. B. Macallum, B.A., M.B., Ph.D.

Mineralogy and Geology—

Acting Professor, A. P. Coleman, M.A., Ph.D.

Fellow, W. A. Parks, B.A.

Comparative Philology—

Professor, Maurice Hutton, M.A.

History and Ethnology—

Professor, G. M. Wrong, M.A.

Political Economy and Constitutional History—

Professor, James Mavor.

Mackenzie Fellow in Political Science, W. H. Moore, B.A.

Mackenzie Fellow in Political Science, J. A. Cooper, B.A., LL.B.

Philosophy—

Professor of History of Philosophy, J. G. Hume, M.A., Ph.D.

Lecturer and Demonstrator, A. Kirschmann, Ph.D.

Lecturer, F. Tracy, B.A., Ph.D.

Italian and Spanish—

Associate-Professor, W. H. Fraser, B.A.

Instructor in Spanish, P. Toews, M.A., Ph.D.

Instructor in Italian, E. J. Sacco.

Roman Law, General Jurisprudence and History of English Law—

Professor, Hon. William Proudfoot.

Constitutional and International Law—

Professor, Hon. David Mills, LL.B.

The following tables exhibit the numbers attending the pass and honor lectures in University subjects:—

PASS.

Subjects.	Mathematics.	Physics.	Chemistry.	Biology.	Mineralogy and Geology.	Philosophy.	Logic.	Political Science.	History.
Fourth year.....	18					34		46	46
Third year.....		18						32	32
Second year.....			15		61	187	164		107
First year.....	193	50		178					
Totals.....	211	68	15	178	61	221	164	78	185

In no case do the numbers given above include honor students. Instruction in Physics, Biology and Chemistry was given to fifty-seven students of the first year in Medicine; in Physics, to twenty-six students of the first year and to twenty-one students of the second year in the School of Practical Science.

HONOR.

Subjects.	Mathematics.	Physics.	Chemistry.	Biology.	Mineralogy and Geology.	Philosophy.	Political Science.	History.	Italian.	Spanish.
Fourth year	4	10	18	11	10	12	30	24	9	1
Third year.....		15	25	24	25	21	40	70	17	9
Second year.....	46	54	46	22	23	23	32	39	37	14
First year	43	60	60	30	.....	.....	.....	.....	32	13
Totals.....	93	139	149	87	53	56	102	133	115	37

The second year lectures in Chemistry and the fourth year lectures in Biology were attended by sixty students of the second year in Medicine. Instruction in Mathematics was given to thirty-nine students of the first year, and to twenty students of the second year in the School of Practical Science.

The following table exhibits the numbers taking practical work in the laboratories of the University :—

Laboratories.	Physical.	Chemical.	Mineralogical.	Biological.	Psychological.
Fourth year.....	10	19	10	11	23
Third year.....	15	26	25	24	21
Second year.....	22	44	23	22	.....
First year	30	60	.....	30	.....
Totals.....	77	149	58	87	44

Practical instruction in Chemistry and Biology was given to fifty-seven students of the first year, and to sixty students of the second year, in Medicine; and in Physics to fifty-nine students of the School of Practical Science. Five graduates in Arts were engaged in original research in the Psychological Laboratory during the session.

The members of the teaching staff in Medicine for the last session were as follows:—

FACULTY OF MEDICINE.

Professor of Surgery—

W. T. Aikins, M.D., Toronto, LL.D.

Professor of Clinical Surgery—

I. H. Cameron, M.B., Toronto.

Professor of Clinical Surgery—

L. McFarlane, M.D., Toronto.

Associate-Professor of Surgery and Clinical Surgery—

G. A. Peters, M.B., Toronto, F.R.C.S., England.

Professor of Anatomy—

J. H. Richardson, M.D., Toronto.

Associate-Professor and Demonstrator of Anatomy—

A. Primrose, M.B., C.M., Edinburgh.

Lecturer in Anatomy—

H. Wilberforce Aikins, B.A., M.B., Toronto.

Senior Assistant Demonstrator of Anatomy—

F. N. G. Starr, M.B., Toronto.

Assistant Demonstrators of Anatomy—

F. W. Cane, M.B., Toronto.

A. R. Gordon, M.B., Toronto.

B. E. MacKenzie, B.A., M.D., McGill.

W. B., Thistle, M.D., Toronto

F. Winnett, M.D., Toronto.

G. Boyd, B.A., M.B., Toronto.

B. C. H. Harvey, B.A.

Professor of Medicine and Clinical Medicine—

J. E. Graham, M.D., Toronto, M.R.C.P., London.

Associate-Professor of Medicine and Clinical Medicine—

A. McPhedran, M.B., Toronto

Lecturer on Clinical Medicine—

W. P. Caven, M.B., Toronto.

Professor of Pathology—

J. Caven, B.A., M.D., Toronto.

Demonstrators in Pathology—

H. W. Hill, M.B., Toronto.

J. A. Amyot, M.B., Toronto.

Assistant Demonstrator in Pathology—

J. Stenhouse, M.A., B.Sc, Edinburgh, M.B., Toronto.

Professor of Pharmacology and Therapeutics—

J. M. MacCallum, B.A., M.D., Toronto.

Demonstrator of Materia Medica and Elementary Therapeutics—

C. F. Heebner, Phm.B., Toronto.

Professor of Gynæcology—

U. Ogden, M.D., Toronto.

Professor of Obstetrics—

A. H. Wright, B.A., M.D., Toronto.

Professor of Ophthalmology and Otology—

R. A. Reeve, B.A., M.D., Toronto.

Clinical Lecturer on Ophthalmology and Otology—

G. H. Burnham, M.D., Edinburgh, F.R.C.S., Edinburgh.

Clinical Lecturer on Laryngology and Rhinology—

G. R. McDonagh, M.D., Toronto.

Professor of Hygiene—

W. Oldright, M.A., M.D., Toronto.

Medical Lecturer on Medical Jurisprudence—

B. Spencer, M.D., Toronto.

Legal Lecturer on Medical Jurisprudence :

Hon. David Mills, LL.B., Q.C.

Extra-Mural Professor of Mental Diseases :

Daniel Clark, M.D., Toronto.

Professor of Physics :

James Loudon, M.A., LL.D.

Lecturer on Physics :

C. A. Chant, B.A.

Professor of Chemistry :

W. H. Pike, M.A., Oxon., Ph.D., Göttingen.

Lecturer on Chemistry :

W. L. Miller, B.A., Ph.D., Munich.

F. J. Smale, B.A., Ph.D.

Lecturer on Chemistry and Toxicology :

W. H. Ellis, M.A., M.B., Toronto.

Professor of Biology :

R. Ramsay Wright, M.A., B.Sc. Edin.

Assistant Demonstrator in Biology :

R. R. Bensley, B.A., M.B., Toronto.

Professor of Physiology :

A. B. Macallum, B.A., M.B., Toronto, Ph.D., Johns Hopkins.

The following table exhibits the number of students registered as in attendance upon the lectures given by the staff of the Faculty of Medicine :—

Students of the fourth year.....	56
Students of the third year.....	46
Students of the second year.....	71
Students of the first year.....	64
Occasional students.....	56
Total	293

J. LOUDON,
President.

UNIVERSITY OF TORONTO, January 27th, 1897.

3. ANNUAL REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE, 1895-1896.

To His Honor, the Honorable George A. Kirkpatrick, LL.D., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto.

MAY IT PLEASE YOUR HONOR.

The President and Council of University College beg leave to present to Your Honor the following report for the academic year, ending June 30th, 1896.

By a provision of the University Act, which took effect by a proclamation of the Lieutenant-Governor in Council, on November 12, 1890, the work of instruction assigned under the confederation scheme to University College is now restricted to the departments of Greek, Latin, English, French, German, Oriental Languages, Moral Philosophy and Ancient History. Under this arrangement, the staff for the past session was composed of the following :

Staff, 1895-1896.

President, James Loudon, M.A., LL.D.

Greek :

Professor, Maurice Hutton, M.A.
Lecturer, A. Carruthers, M.A.

Latin :

Professor, J. Fletcher, M.A.
Lecturer, W. S. Milner, M.A.
Temporary Lecturer, Rev. H. J. Cody, M.A., B.D.
Temporary Lecturer, J. C. Robertson, B.A.

English :

Professor, W. J. Alexander, B.A., Ph.D.
Lecturer, D. R. Keys, M.A.

French :

Associate-Professor, John Squair, B.A.
Lecturer, John Home Cameron, M.A.
Temporary Instructor in French, M. Queneau.

German :

Associate-Professor, W. H. VanderSmussen, M.A.
Lecturer, G. H. Needler, B.A., Ph.D.
Temporary Instructor, P. Toews, M.A., Ph.D.

Oriental Languages :

Professor, J. F. McOurdy, Ph.D., LL.D.
Temporary Lecturer, R. G. Murison, M.A.

Ethics :

Professor, J. G. Hume, M.A., Ph.D.

In the new Act it is further provided that students attending lectures in the above or other subjects of University study shall, if not enrolled elsewhere, be enrolled in University College. The numbers registered in accordance with this regulation, together with others taking full or partial courses in University College, were as follows :

	Fourth year.	Third year.	Second year.	First year.	Post-graduate.	Totals.
Matriculated students	120	126	137	133	.....	516
Occasional students	21	24	32	95	.....	172
Extra-Mural students	5	4	5	18	.....	32
Graduate students	1	1	1	1	4	8
Totals	147	155	175	247	4	728

The following tables exhibit the numbers attending the pass and honor lectures in University College subjects :

PASS.

	Greek.	Latin.	English.	French.	German.	Oriental.	Ethics.	Ancient History.
Fourth year.....	3	14	58	21	11	.....	.....	.....
Third year	4	20	53	25	26	.....	21	.....
Second year	24	87	96	38	64	3	.....	.....
First year.....	30	144	96	110	58	60	.....	115
Totals	61	265	303	194	159	63	21	115

In no case do the numbers given above include honor students.

HONOR.

	Greek.	Latin.	English.	French.	German.	Oriental.	Ethics.
Fourth year.....	10	10	29	23	22	1	12
Third year	18	18	41	23	37	4	46
Second year	16	16	57	28	30	3	.....
First year.....	34	37	62	66	50	.....	.....
Totals.....	78	81	189	150	139	8	58

J. LOUDON,
President.

4. ANNUAL REPORT OF THE SCHOOL OF PRACTICAL SCIENCE, 1896

To the Hon. G. W. Ross, LL.D., M.P.P., Minister of Education :

SIR,—I have the honor to submit the annual report of the School of Practical Science for the year 1896.

The calendar year not being conterminous with the academic year this report will cover the second term of the academic year 1895-6, and the first term of the academic year 1896-7, except when otherwise stated.

The numbers of students in attendance at the School were as follows :—

School of Science Students.

	2nd Term 1895-6.	1st Term 1896-7.
Taking full courses—		
I. Year	37	60
II. "	10	26
III. "	14	18
IV. "	11	10
Taking partial courses.....	14	17

University Students.

Arts	23	16
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The students of the School of Science taking full courses are required to take University lectures in Mathematics and Physics, and those in the Department of Analytical and Applied Chemistry are required to take certain University lectures in Chemistry and Biology.

The attendance at these lectures was as follows :—

	2nd Term 1895-6.	1st Term 1896-7.
Mathematics	56	85
Physics	53	70
Chemistry	1	1
Biology	..	1

The fees for the regular and special students of the School of Practical Science for the academic year 1895-6 were \$4,675.50, being a decrease of \$906.50 in the fees of the previous year.

Of the above amount \$775 were paid to the Bursar of the University of Toronto under the authority of an Order-in-Council dated June 12th, 1896, and the remainder \$3,900.50 to the Hon. the Provincial Treasurer.

The number of regular students who presented themselves for examination at the annual examinations of the academic year 1895-6 was sixty-seven; of these fifty-eight passed. Four candidates for special certificates were examined, two of whom passed. The number of graduates was thirteen. The total number of graduates up to date is one hundred and eighty-two.

The number of graduates who proceeded to the degree of B.A. Sc. at the University examinations of 1896 was eight. The total number of graduates who have received the degree of B.A. Sc. is forty-two.

The total number of graduates who have proceeded to the degree of C.E. in the University of Toronto is eleven.

One graduate has proceeded to the degree of E.E. in the University of Toronto.

The regular courses in the school are :

- (1) Civil Engineering (including Sanitary Engineering).
- (2) Mining Engineering.
- (3) Mechanical and Electrical Engineering.
- (3) Architecture.
- (5) Analytical and Applied Chemistry.

The following statement shows the courses of lectures and practical instruction, the instructors, and the number of students taking the various courses :—

Subjects taught by the Faculty of the School of Science.

Subjects.	Instructors.	Number of Students.	
		2nd Term 1895-6.	1st Term 1896-7.
Organic and Inorganic Chemistry. } Applied Chemistry. }	W. H. Ellis, M.A., M.B., Professor. W. Lawson, B.A. Sc. Fellow, }	74	105
Mineralogy and Geology. } Petrography. } Metallurgy and Assaying. } Mining and Ore-Dressing. } German. }	A. P. Coleman, M.A., Ph.D., Professor. G. R. Mickle, B.A., Lecturer. W. E. Boustead, B.A. Sc. Acting Demonstrator. }	62	75
Statics. } Dynamics. } Strength of Materials. } Theory of Construction. } Compound Stress. } Hydraulics. } Thermodynamics and } Theory of the Steam } Engine. } French. }	J. Galbraith, M.A., Professor. J. A. Duff, B.A., Lecturer. W. Minty, B.A. Sc., Fellow. }	84	117
Drawing. } Architecture. } Plumbing, Heating and } Ventilation. } Mortars and Cements. } Brick and Stone Masonry. }	C. H. O. Wright, B.A. Sc., Lecturer. Jos. Keele, B.A. Sc., Fellow. }	77	109
Surveying. } Geodesy and Astronomy. } Spherical Trigonometry. } Least Squares. } Descriptive Geometry. }	L. B. Stewart, D.T.S., Lecturer. A. T. Laing, B.A. Sc., Fellow. }	75	106
Electricity. } Magnetism. } Machine Design. } Mechanics of Machinery. } Rigid Dynamics. }	T. R. Rosebrugh, M.A., Lecturer. A. E. Blackwood, Fellow. }	57	76

Subjects taught by the University Professoriate.

Subjects.	Instructors.	Number of students.	
		2nd Term 1895-6.	1st Term 1896-7.
Algebra.	Alfred Baker, M.A., Professor. A. T. DeLury, B.A., Lecturer. W. J. Rusk, B.A., Fellow.	56	85
Euclid.			
Plane Trigonometry.			
Analytical Geometry.			
Calculus.			
Astronomy.			
Sound.	Jas. Loudon, M.A., LL.D., Professor. O A. Chant, B.A., Lecturer. W. J. Loudon, B.A., Demonstrator. J. C. McLennan, B.A., Assistant Demonstrator.	55	77
Light, Heat.			
Electricity and Magnetism.			
Hydrostatics.			
Inorganic and Physical Chemistry.	W. H. Pike, M.A., Ph. D., Professor. W. L. Miller, B.A., Ph. D., Demonstrator.	1	1
Biology.	R. Ramsay Wright, M.A., B. Sc., Professor.		1

GENERAL REMARKS.

Chemistry.

The public interest in mining matters and the development of the Department of Mining and Metallurgy, has considerably increased the work of the Chemical Department. No course of instruction in mineralogy, assaying or metallurgy can be placed on a sound basis without a thorough ground-work of chemistry, of which science the two latter subjects are applications. To meet the present requirements a thoroughly competent demonstrator is absolutely necessary. The school is fortunate in possessing at present the services of a most efficient instructor in this capacity, but the salary is too small to afford the hope of retaining him for any length of time. Unless the remuneration is made sufficient to induce a competent man to remain, the department will seriously suffer.

Mineralogy and Mining.

During the past year the equipment of the millroom has been completed. The rearrangement of the museum, providing for a connecting room between the mineralogical and the geological divisions, has been made; the collections of ores, rocks and minerals have been materially increased, and thirty new cases for specimens secured. The most pressing needs of the department are, equipment for treating refractory gold ores, and the smelting and refining of other ores; large additions to the metallurgical collection, and suitable wall cases for their accommodation.

Electricity.

The new switchboard with interchangeable measuring apparatus, adds greatly to the convenience of work in the electrical laboratory, while the rotary transformer built for the School now provides three or four phase alternating currents as required, and supplies

power to a three-phase induction motor. It would be desirable, in addition to filling some gaps in the series of measuring instruments, to have an outfit for work with Rontgen rays, specimens of standard telegraph and telephone apparatus ; also a dynamotor and minor appliances, such as welding transformer, electroplating apparatus, and one or two of the new enclosed-chamber arc lamps.

Surveying, Metrology, etc.

The requirements of this department are : Topographical copies, a ten-foot standard of length, and a vacuum chamber for Kater's pendulum.

Tests of Materials.

A 20,000 pound universal testing machine is the most important requirement. Two small machines for tension and torsion would add greatly to the convenience of the work.

In all departments additions to the library are required.

Owing to the general increase of the work of the School, due largely to the development of the fourth year, initiated in 1892, it becoms necessary to recommend that the permanent staff be enlarged by the addition of a grade of instructors intermediate between lecturers and fellows. At least three such instructors will be required next session.

J. GALBRAITH,
Principal.

Toronto, December, 1896.

APPENDIX N.—INDUSTRIAL SCHOOLS, 1896.

To the Hon. Geo. W. Ross, LL.D., Minister of Education, Toronto :

SIR,—I have pleasure in making the following report in regard to the Victoria Industrial School for Boys and the Alexandra Industrial School for Girls :

1. The Victoria Industrial School for Boys.

The total number who attended during the year was 209 boys. Of these 89 were placed in situations during the year.

Thirty-three new pupils were admitted to the institution during the year, 4 from Toronto and 29 from other parts of the province.

The boys are engaged in industrial occupations as follows :

Farm.....	45
Carpenter.....	11
Tailor shop.....	17
Shoe shop.....	16
Laundry.....	17
Kitchen.....	16
Dining room.....	13
Superintendent's office.....	2
Printing office.....	13
Knitting room.....	5
Engine room.....	2
Greenhouse.....	8
Oottages (house work).....	35
Bake room.....	6
Schoolhouse.....	2
Total.....	208

The principal, Mr. Thos. Hassard, resigned his situation in June, and Mr. Chester Ferrier was appointed as his successor. Mr. Ferrier is an excellent principal, and has given perfect satisfaction to the Board of Management.

The total number of days attended was 50,997.

2. The Alexandra Industrial School for Girls.

The total number that attended during the year was 28.

Eight girls left the institution for homes, and 6 were admitted for the first time. Three of those admitted during the year were from Toronto and 3 from other parts of the province.

The number in attendance at present is 20.

The total number of days attended during the year was 7,350.

I have pleasure in reporting that both institutions are in good working order. The Toronto Public School Board provides four teachers, three for the Victoria Industrial School and one for the Alexandra Industrial School. The Toronto School Board also supplies all the text books and supplies for all pupils attending the institution free of cost.

JAMES L. HUGHES.

P. S. Inspector.

APPENDIX O.—DEPARTMENTAL LIBRARY, 1896.

REPORT OF THE LIBRARIAN OF THE EDUCATION DEPARTMENT.

To the Hon. G. W. Ross, LL.D., M.P.P., Minister of Education :

SIR,—The following is my report on the library of the Education Department for the year 1896 :

The ordinary business of the library consists (1) in the giving out of books to students and others and making a record of each book given out in a register in which the parties borrowing books sign their names by way of receipt for the book.

- (2) The selection and purchase of books under the direction of the Minister.
- (3) The receiving and stamping of each book or periodical received at the Department.
- (4) The binding of books, periodicals and leading newspapers.
- (5) Preparation of catalogues and noting additions to them.
- (6) Miscellaneous matters, including the certifying to all bills and accounts, etc.

1. Books given out.

The number of books given out to students and others, during the year 1896, was 8,680, an increase over the numbers given out in 1895 of 1,346. This increase is very gratifying, showing, as it does (1) an increase in the number and variety of books in the library, and (2) an increased interest in the use and consultation of these books on the part of students and others.

The following comparative table of books given out in successive years is an interesting record :

	1892.	1893.	1894.	1895.	1896.
Given out in the month of January.....	159	334	375	354	573
“ “ February.....	431	764	609	804	1,040
“ “ March.....	617	944	585	1,034	1,270
“ “ April.....	467	897	991	627	1,021
“ “ May.....	546	814	694	633	843
“ “ June.....	332	461	332	354	400
“ “ July.....	69	54	47	223	32
“ “ August.....	100	97	48	100	16
“ “ September.....	526	370	344	415	295
“ “ October.....	1,263	1,148	1,010	1,130	1,170
“ “ November.....	1,136	1,004	1,039	1,063	1,263
“ “ December.....	693	559	540	597	752
	6,339	7,446	6,614	7,334	8,680

The number of books given out during the months of July, August and part of September would doubtless have been greater had not the library been practically closed during the time during those months that the improvements in its internal arrangement were being made.

2. Books, etc., purchased and bound.

The number of books purchased in 1892 was.....	388
“ “ 1893 “	290
“ “ 1894 “	257
“ “ 1895 “	430
“ “ 1896 “	495

The number of pamphlets purchased during 1896 was 28; in 1895, 123. More would have been purchased in 1896, but the prices charged were considered by me as too high.

The number of magazines and newspapers received during 1895 was 160.

The books, newspapers and magazines bound during the years 1892-1896 were as follows:

1892.	1893.	1894.	1895.	1896.
79	109	136	141	98

3. Official Reports on Education, etc., received in 1896.

From Great Britain.....	28
Various Provinces of the Dominion.....	29
Australasia—	
Victoria	2
Queensland.....	1
Tasmania	1
New Zealand	13
Western Australia.....	1
	18
Jamaica	2
British Guiana.....	1
Natal	1
Cape Colony.....	1
Mauritius	2
Japan	1
Montevideo.....	11
Costa Rica	5
Venezuela.....	1
Buenos Ayres.....	10
France.....	3
Various States of the America Union.....	36
	149

Although the library is beginning to assume its former proportions in some departments of literature, yet it has never recovered from the unusual depletion which it suffered in 1881, when large portions of books in the Department of Canadian History were distributed by order of your predecessor to various institutions under the control of the Ontario Government.

Historiography.

Owing to the increased difficulty in obtaining certain details and some historical documents, letters and despatches, relating to education—chiefly relating to the year 1841—as yet only one half of the fourth volume of the “Documentary History of Education in Upper Canada” is in type. The records in this volume will scarcely extend beyond those of the year 1843. They very largely relate to King’s College, which was opened in that year (1843) and to Queen’s College, which received a Royal Charter in 1841. Victoria College was also incorporated by the Upper Canada Legislature in the same year. Both Victoria and Queen’s Colleges went into successful operation in 1842, the year before King’s College was opened.

Documents prepared for the Department.

1. One relating to Separate Schools in Upper Canada, 1841-1863 (1865).
2. One relating to Religious Instruction in the Public Schools of Upper Canada and Ontario (1881).
3. Abstract of School Law Decisions of the High Court of Justice from 1850 to 1880. (1885).
4. Roman Catholics and Education in the United States, etc. (1896).

Catalogue of Books on Education.

During the years 1895 and 1896 the Catalogue of Books on Education and kindred subjects has been carefully revised and greatly enlarged in a topical and sectional form. It is now in the printer’s hands.

Improvements in the Interior of the Library.

During the year various improvements have been made in the interior arrangements of the library. A beautiful stained glass window (by Messieurs McCausland & Son, of King street, Toronto), has been placed where the eastern entrance to the building had been.

A gentleman, who has made such matters a subject of study and research, has kindly furnished me with the following very interesting description of it :

The window in the library of the Education Department recently put in place is well worthy of examination, and is interesting to students of heraldry. It is composed of three circular spaces, one above the other, each containing appropriate devices. The ground work of the window, which is of a light shade, is studded with fleur de lys, while the conventional rose of England appears between each of the larger divisions of the window. The upper space contains the arms of the Province of Ontario, the shield executed with the ornamental diaper work so often seen when stained glass is the medium used to represent a device of heraldry. The arms of the Province are surrounded by a wreath of laurel, and from the shield flows a ribbon designating the Department of Education.

The central space contains a very spirited reproduction of the Royal Arms, with supporters, garter and motto. In the circle below this, and surrounded by a wreath of palm, are the arms used by the Department prior to Confederation, and, indeed, up to 1876. It was an adaptation of the device stamped upon the old copper coins of the Bank of Upper Canada. This represents the two cornucopiae of plenty, above which are axe, sword and anchor, bound together by the cable, surmounted by the Imperial Crown. Above the shield is the Canadian beaver standing upon a mural crown. In the centre of the whole, like a shield of pretence, is the first Union Jack, or the Jack of James I., which became the national ensign in 1606.

The reason this is used is that the first Parliament of Upper Canada met under the Act of 1791, so that the first Union Jack here represented was the one which was then known and used. It differs from the second, or present, flag in not having the red saltire of St. Patrick. The first flag signified the union of England and Scotland, and showed the red cross of St. George, with white border, and the silver saltire of St. Andrew upon the blue ground. It was not until 1801 that the Union Jack as we know it came into existence, the alteration being made when Ireland entered the Union.

The whole window is surrounded by a wide border of turned maple leaves, in their beautiful early autumn tints, and above all is the lamp of learning, with the significant motto, "Docendo Discimus." The work was done by McCausland & Sons, Toronto.

Miscellaneous.

From my Report, published in the Report of the Department for 1892, it will be seen that there are in the library some most valuable and rare books on art which have not yet been catalogued, or rather, the catalogue of them which had been prepared, has not yet been published. There are also large collections of United States Official Reports and History, of Reports on Education in Europe, America, Japan, Australia, etc., as well as Parliamentary Journals, reports and returns. A catalogue of these various works is very desirable, as the few who might like information on these various subjects are not aware of our collection of books relating to them.

J GEORGE HODGINS,

Librarian and Historiographer.

TORONTO, 16th January, 1897.

APPEN

Educational standing of prisoners

County.	1		2		3			4	
	Total No. of males.	Total No. of females.	No. under sixteen years (males).	No. under sixteen years (females).	No. who can read well.	No. who read only moderately well.	No. who cannot read.	No. who can write fairly well.	No. who cannot write.
Algoma District	4				1	1	2	1	3
Brant	8				3	2	3	5	3
Bruce	11				4	6	1	10	1
Carleton	28	9	3		11	19	7	22	15
Dufferin	14	5			2	12	5	12	7
Elgin	3				2	1		3	
Essex	7	2	1			6	3	6	3
Frontenac	5				1	2	2	3	2
Grey	62	6			14	34	20	40	28
Haldimand	24				2	20	2	21	3
Halton	9				5	2	2	6	3
Hastings	10	4			9	1	4	9	5
Huron	12				4	5	3	7	5
Kent	11	1			5	6	1	10	2
Lambton	14	1			5	9	1	14	1
Lanark	16	2			5	9	4	12	6
Leeds and Grenville	9				2	5	2	5	4
Lennox and Addington	5	1				3	3	2	4
Lincoln	3				3			3	
Middlesex	14	2			10	5	1	12	4
Muskoka	4	1			1	3	1	3	2
Norfolk	3				2	1		2	1
Northumberland and Durham	28	9			8	19	10	20	17
Ontario	10	4			2	6	6	5	9
Oxford	18	2			3	16	1	16	4
Parry Sound	6				5	1		5	1
Peel	10	3			4	9		8	5
Perth	17				11	6		17	
Peterborough	16				11	3	2	12	4
Prescott and Russell	1		1			1		1	
Prince Edward	2					2		2	
Rainy River District	5				3	2		4	1
Renfrew	10	4			7	4	3	11	3
Simcoe	38	4			23	13	6	29	13
Stormont, Dundas and Glengarry	No prisoners								
Thunder Bay	4				2	1	1	1	3
Victoria	9	1			7	3	0	7	3
Waterloo	5				4	1		5	
Welland	41				2	36	3	38	3
Wellington	15	2		1	6	8	3	14	3
Wentworth	20	4			14	9	1	17	7
York	110	16			11	98	17	99	27
Total	641	83	5	1	214	390	120	519	205

DIX P.

in the County Gaols 1896.

5	6	7	8	9	10	11	12	13	14	15	16
No. who never attended any school, public or private.	No. who attended less than one year.	Over one and less than three years.	Over three and less than five.	Over five years.	No. who studied grammar.	No. who studied geography.	No. who studied history.	No. who attended a high school.	No. who attended a high school more than one year.	No. who attended a University.	No. who played truant from school.
1	1	.....	1	1	2	1	2	1	.....	.....	.....
2	2	.....	1	3	2	2	1	.....	.....	.....	.....
.....	.....	2	2	7	6	7	5	1	1	1	5
2	4	9	10	12	20	14	13	3	.....	2	3
3	3	.....	1	12	8	7	6	.....	.....	.....	9
.....	2	1	.....	.....	.....	1	.....	.....	.....	.....	1
4	1	.....	1	3	2	4	2	1	.....	.....	4
2	.....	2	.....	1	1	1	1	.....	.....	.....	.....
14	14	11	8	21	19	19	14	3	3	.....	35
.....	7	3	3	11	10	10	9	.....	.....	.....	18
1	1	1	5	1	6	6	6	1	1	1	3
2	2	.....	.....	9	9	9	9	.....	1	.....	4
3	.....	5	3	1	3	3	2	4	4	1	12
2	.....	4	4	2	5	6	5	1	.....	.....	6
1	9	5	.....	.....	5	5	5	1	1	.....	14
1	2	4	7	4	.....	.....	.....	.....	.....	.....	10
2	4	2	1	.....	1	1	.....	.....	.....	.....	.....
2	1	3	.....	.....	.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	3	3	3	3	.....	.....	.....	2
1	.....	3	1	11	8	8	8	3	3	1	8
1	1	1	.....	2	1	1	1	1	1	.....	1
.....	1	.....	.....	2	1	1	1	1	1	.....	3
13	1	6	7	10	12	12	12	1	1	.....	12
4	4	2	2	2	2	2	2	2	2	.....	.....
1	3	3	5	8	10	15	15	1	1	.....	14
.....	1	.....	5	.....	5	5	5	3	.....	1	.....
.....	.....	4	5	4	6	5	5	1	1	.....	7
.....	2	1	5	9	7	11	8	1	1	.....	12
3	.....	3	3	7	6	7	5	2	2	.....	4
Other inmates (6) are either idiots or subjects for poor house.											
1	1	.....	1	1	1	.....	.....	.....	.....	.....	.....
.....	3	.....	.....	4	4	4	4	.....	.....	.....	.....
2	3	3	.....	6	8	8	8	6	1	.....	4
3	6	8	6	19	7	7	6	2	1	1	12
.....											
1	1	.....	1	1	1	1	1	1	1	.....	.....
1	1	.....	2	6	3	5	5	.....	.....	.....	4
.....	.....	.....	.....	5	5	5	3	2	2	.....	3
3	1	1	.....	36	27	27	27	1	.....	.....	36
3	.....	5	3	1	8	8	8	.....	1	1	.....
1	.....	7	1	15	14	16	13	5	4	.....	3
8	21	20	25	52	64	68	64	9	9	1	69
88	100	121	123	292	301	317	285	59	44	10	322

APPENDIX Q.—*MISCELLANEOUS.*THE HIGH SCHOOL FORM AND UNIVERSITY MATRICULATION
EXAMINATIONS.

1. MEMBERS OF THE EDUCATIONAL COUNCIL AND BOARD OF EXAMINERS FOR 1896-7.

1 EDUCATIONAL COUNCIL.

Under the provisions of section 5, of the Public and High Schools Act of 1896, the following were appointed as the first members of the Educational Council :

James Loudon, M.A., LL.D., President of the University of Toronto, *ex-officio*.

The Hon. J. MacLennan, B.A., LL.D.

The Rev. N. Burwash, M.A., LL.D., Chancellor of Victoria University.

The Rev. William Clark, M.A. D.C.L, F.R.S.C., of Trinity University.

A. P. Knight, M.A., M.D., of Queen's University.

A. C. McKay, M.A., of McMaster University.

W. J. Alexander, B.A., Ph.D., of Toronto University.

Alfred Baker, M.A., of Toronto University.

The Rev. J. R. Teefty, M.A., LL.D., Principal of St. Michael's College.

Alex. Steele, B.A., High School Representative on the Senate of Toronto University.

John Dearness, Public School Inspector.

W. PAKENHAM, M.A.,
Registrar.

JAMES LOUDON, M.A. LL.D.,
Chairman.

2. BOARD OF EXAMINERS APPOINTED BY THE EDUCATIONAL COUNCIL.

English, History and Geography :

A. Carruthers, M.A.

F. H. Sykes, Ph.D.

W. Tytler, B.A.

Mathematics :

A. R. Bain, LL.D.

N. F. Dupuis, LL.D.

A. T. DeLury, B.A.

Classics :

P. S. Campbell, B.A.

W. S. Milner, M.A.

J. C. Robertson, B.A.

French and German :

J. MacGillivray, Ph.D.

J. Squair, B.A.

W. H. VanderSmitten, M.A.

Physics, Chemistry and Biology :

J. Fowler, M.A.

H. Montgomery, Ph.B.

J. C. MacLennan, B.A.

F. N. NUDEL,
Secretary.W. PAKENHAM, M.A.,
Chairman.

3. WORLD'S EXPOSITION AWARDS.

The medals and diplomas awarded to the exhibitors in the Educational Court of Ontario at the World's Columbian Exposition, Chicago, 1893, have recently been distributed as follows :—

1. *Provincial Government of Ontario.*

The special award made to the Provincial Government for the General Educational Exhibit from Ontario is expressed in the following terms : " For a system of Public Instruction almost ideal in the perfection of its details, and the unity which binds together in one great whole all the schools from the Kindergarten to the University."

2. *The Minister of Education, Hon. G. W. Ross, LL.D.*

The special award made to the Minister of Education for the *Exhibit* of School Apparatus and Text Books, is expressed in the following terms : " The Apparatus for scientific teaching in the Elementary and High Schools is of good size, substantial construction, and well selected, and fitted for use in the illustration of elementary science. The Text-Books are samples of those in use in the Elementary and High Schools written by prominent teachers in the Province and of well tested merit."

3. *Education Department of Ontario.*1. *Exhibit* :—Education Diagrams, Charts and Statistics.

Award :—For completeness and statistical value.

2. *Exhibit* :—Educational Exhibit.

Award :—1st for excellent system of Kindergarten and Primary work, prepared for the Public Schools. 2nd for excellent system of primary, secondary and superior instruction afforded all students throughout the Province.

3. *Exhibit* :—Roman Catholic Separate Schools :—School work and photographs of Schoolhouses.

Award :—For general excellence of School work as represented by Specimens and Pictures.

4. *Exhibit* :—System of Provincial Training of Teachers.

Award :—For a very superior system of County Model Schools, Provincial Model Schools, County Teachers' Institutes and the School of Pedagogy, and for excellent results already attained.

5. *Exhibit* :—School Apparatus and Text-Books.

Award :—The Chemical and Physical Apparatus specially prepared for Normal and High Schools, is of a high order, it is easy of manipulation, exact in operation, comprehensive, artistic and skilfully made. Text Books show careful and judicious selection and grading, good printing and binding, and a good method of placement in public schools.

6. *Exhibit* :—Work of Students in Art Schools and Mechanics' Institutes.

Award :—For artistic beauty and practical nature of the specimens.

7. *Exhibit* :—Schools for Deaf and Dumb, Blind and Feeble-minded.

Award :—Marked by careful, thoughtful and skilful attention to the needs of these defective classes.

The Department of Agriculture at Ottawa has notified the Education Department that Medals and Diplomas have been sent to other exhibitors in the Ontario Educational Court as follows :—

4. Provincial Institutions.

1. Ontario Institute for the Education of the Blind, Brantford.
2. Ontario Institute for the Education of the Deaf and Dumb, Belleville.

5. Schools of Science and Art.

1. School of Practical Science, Toronto.
2. “ “ “
3. Art School, Hamilton.
4. Art School, Ottawa.
5. Art School, St. Thomas. Annie M. Stacey.
6. Art School, Toronto, Maud Parkyn.
7. Art School, Toronto, Ethel Patien.

C. Ladies' Colleges.

1. Alma College, St. Thomas.
2. Albert College, Belleville.
3. Hellmuth College, London.
4. Ontario Ladies' College, Whitby.

7. Mechanics' Institutes.

1. Mechanics' Institute, Peterborough.

8. Public Schools in Cities and Towns.

1. Blenheim, Public School work.
2. Berlin, Kindergarten work, (Courtland Avenue School.)
3. Galt, Kindergarten work, (Victoria School.)
4. Hamilton.
5. Kingston, Public School work.
6. Paris, Public School work.

9. Public Schools in Counties.

1. Halton Co., J. W. Morrison, S.S. 6, Esquesing.
2. Kent (West) Co., Benjamin Rothwell, S.S. 3, Chatham.
3. Middlesex (East) Co., Flora McCall, S.S. 10, Westminster.
4. Middlesex (East) Co., S.S. 1, Oneida Indian School, Mary Boethe.
5. Prince Edward Co., Schools Tp. Ameliasburg.

10. Catholic Separate Schools.

1. Hamilton, De La Salle Institute.
2. Renfrew, De La Salle School.
3. Toronto, De La Salle Institute.
4. Toronto, Separate Schools.

EXTRA AWARDS.

Superintendent of Art Schools, Dr. S. P. May, Toronto.

Exhibit :—Electro-Metallurgy.

Award :—For an application of Electro-Metallurgy to Artistic Manufactures, enabling the artisan to reproduce durable and inexpensive copies of great art works without previous training in Art and Science.

Diploma of Honourable Mention.

Granted under a resolution of the Congress of the United States conferred upon those who assisted in the production and perfection of exhibits.

Director of Ontario Educational Court, Dr. S. P. May, Toronto.

“That he, by designing the artistic arrangement of the Educational display, assisted in the production and perfection of the exhibit of the Province of Ontario, Canada.”

Since the Medals and Diplomas have been received from Washington, a special Diploma, issued by the Minister of Education, commemorative of the assistance of contributors in making the Ontario Educational Court such a great success, has been sent from the Education Department to the Schools and others who sent exhibits.

3.—LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), JANUARY, 1897.

Collegiate Institutes.	Principals and assistants.			Date of Appointment.	Salary.
	Name.	Degree.	Specialists.		
Aylmer	Rutherford, Walter W.....	B.A., Tor.....	Math	1883	1,400 00
	Cole, James McLarty.....		Sci.....	1891	950 00
	Messmore, Joseph Franklin.....	B.A., Tor.....	Class.....	1892	900 00
	Stewart, Etta Murray.....	B.A., Tor.....	Eng., Fr., Ger.....	1890	650 00
	Phelps, Frances G.....	B.A., Tor.....	Eng., Fr., Ger.....	1896	700 00
Barrie	Redditt, Thomas H.....	B.A., Tor.....	Eng., Fr., Ger.....	1893	1,500 00
	Hay, Andrew.....		Math	1892	1,000 00
	Minns, James Edward.....	B.A., Vic.....	Math	1893	900 00
	Stone, Samuel George.....	B.A., Tor.....	Class (Interim).....	1896	800 00
	Foucar, Walter K.....	B.A., Vic.....	Eng. (Interim).....	1896	700 00
Brantford	Moir, M. A.....			1895	600 00
	Burt, Arthur William.....	B.A., Tor.....	Eng., Fr., Ger.....	1893	1,800 00
	Passmore, Samuel F.....	M.A., Tor.....	Class.....	1885	1,100 00
	Hoag, James P.....	B.A., Queen's.....	Eng., Math.....	1893	1,100 00
	Coates, Daniel Harsum.....	B.A., Tor.....	Math	1893	1,100 00
Brockville.....	Bunnell, Effie Maria.....	B.A., Tor.....	Eng., Fr., Ger.....	1891	1,000 00
	Hamilton, James Reid.....	B.A., Tor.....	Sci.....	1893	1,100 00
	Shultis, Adam.....		Commercial.....	1896	750 00
	Marquis, Thomas G.....	B.A., Queen's.....	Eng.....	1897	1,500 00
	Copland, James Stuart.....	B.A., Tor.....	Sci.....	1889	1,000 00
Chatham	Sidley, Henry R.....	B.A., Trin.....	Class.....	1895	1,000 00
	Husband, Ahueron Judson.....		Fr., Ger. (Interim).....	1895	800 00
	Giles, Anna Elolith.....		Math	1890	650 00
	McGee, Cyril Houghton.....	B.A., Trin.....	Commercial (Interim).....	1897	1,000 00
	Neilson, James.....			1897	500 00
Clinton	Paterson, David Smith.....	B.A., Tor.....	Eng., Fr., Ger.....	1888	1,500 00
	Twohey, William J.....	M.A., Tor.....	Class.....	1885	1,150 00
	Taylor, Wilson.....	B.A., Tor.....	Math	1893	1,200 00
	Jewett, Albert E.....	B.A., Queen's.....	Sci.....	1896	1,100 00
	Carrns, James Frederick.....		Class.....	1888	800 00
Clinton	Black, James Spurgeon.....		Commercial.....	1895	900 00
	McKellar, Herbert S.....	B.A., Tor.....	Fr., Ger. (Interim).....	1896	800 00
	Houston, John.....	M.A., Tor.....	Eng., Fr., Ger.....	1892	1,225 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), JANUARY, 1897.

Collegiate Institutes.	Principals and assistants.				Date of Appointment.	Salary.
	Name.	Degree.	Specialists.			
Hamilton. — Con	Armstrong, William Gilnockie	M.A., Tor			1895	\$ 800 00
	Johnston, George Lang				1888	800 00
Ingersoll.	Atiawes, Charles Sampson Bath				1892	600 00
	Briden, William	B.A., Queen's	Class, Eng		1886	1,200 00
	Govenlock, William M.	B.A., Tor	Math		1893	1,000 00
	Gundry, Arthur P.		Sci		1894	1,000 00
	McDonald, George L.	B.A., Tor	Fr., Ger		1895	900 00
	Hislop, Mattie L. (Interim)				1896	500 00
Kingston.	Ellis, William Stewart	B.A., Vic	Math, Sci		1893	1,700 00
	Slater, Ernest Oscar	M.A., Tor	Class		1888	1,100 00
	Dales, John Nelson	M.A., Tor	Eng., Fr., Ger		1889	1,100 00
	McLean, Godwin V.	M.A., Tor	Math		1894	1,050 00
	Marshall, John	M.A., Queen's	Class., Eng		1897	1,150 00
	Jones, Laura L.	B.A., Tor	Eng., Fr., Ger. (Interim)		1895	800 00
	Fletcher, William H.		Commercial		1894	900 00
	Macdonald, Nerva.	B.A., Queen's			1895	600 00
	Furlong, Thomas H.		Sci. (Interim)		1896	800 00
	Lingwood, Frederick H.	B.A., Trin			1894	800 00
Lindsay	Harstone, John C.	B.A., Tor	Math		1886	1,400 00
	Stevens, W. H.	B.A., McGill	Sci		1889	1,100 00
	Hardy, Edwin A.	B.A., Tor	Eng., Fr., Ger		1889	1,100 00
	Hillock, Julia Sine	B.A., Tor	Fr., Ger		1893	1,000 00
	Culling, James	B.A., Tor	Class		1894	1,100 00
	Wicks, Robert Hilton				1894	800 00
	Harrington, James T.	B.A., Tor			1890	750 00
	Bewell, H.				1896	700 00
London	Merchant, Francis Walter	M.A., Vic	Eng., Math., Sci.		1891	2,000 00
	Little, Robert A.	B.A., Tor	Class		1886	1,250 00
	Gray, Robert A.	B.A., Tor	Math		1887	1,225 00
	Radcliffe, Samuel John	B.A., Tor	Eng., Fr., Ger		1891	1,125 00
	Ferguson, William C.	B.A., Tor	Eng., Fr., Ger		1892	1,125 00
	Lochhead, William	B.A., McGill	Sci., Math		1896	1,025 00
	Galbraith, Daniel Ernest	B.A., Tor	Class		1894	1,000 00
	Stephenson, Orlando J.	M.A., Tor	Eng., Fr., Ger. (Interim)		1894	1,000 00
	Holton, Alexander	M.D., Western	Sci.,		1880	1,100 00

Wilson, Nicholas	.....	.....	.....	1886	1,000 00
Andrus, Guy A.	.....	.....	.....	1888	1,025 00
Edwards, Clarence B.	.....	.....	.....	1891	1,000 00
Jones, Samuel J.	.....	.....	.....	1892	925 00
Horton, Charles W.	.....	Eng	.....	1895	925 00
Dickinson, James A.	.....	.....	.....	1895	925 00
Hanson, Fannie M.	.....	.....	.....	1896	725 00
Kelso, Alice C.	.....	.....	.....	1896	700 00
..... (Interim)	.....	.....	.....	.....	.....
Jamieson, James S.	.....	M.A., Vic	.....	1882	1,000 00
Massey, Arthur W.	.....	B.A., Vic	.....	1892	800 00
Teskey, Edith A.	.....	M.A., Tor	.....	1893	800 00
Stafford, Joseph.	.....	B.A., Tor; M.A., Ph.D., Leipzig	.....	1895	900 00
Kayler, W. Ben.	.....	B.A., Tor	.....	1896	800 00
Lane, James Stanley	.....	B.A., Tor	.....	1896	650 00
Henry, Thomas McKee	.....	B.A., Tor	.....	1890	1,400 00
Lang, Augustus Edward	.....	B.A., Vic	.....	1889	1,100 00
French, Frederick William	.....	B.A., Tor	.....	1894	1,000 00
Wilson, Alfred Gunning	.....	B.A., Vic	.....	1896	800 00
Nichol, Margaret A.	.....	.....	.....	1892	600 00
Smith, Margaret	.....	.....	.....	1892	600 00
Dickson, James Dickson.	.....	B.A., Tor	.....	1893	1,200 00
Fitzgerald, Eliza S.	.....	B.A., Queen's	.....	1893	1,050 00
Walker, David M.	.....	.....	.....	1893	1,000 00
Currie, Peter W.	.....	B.A., Tor	.....	1894	800 00
De Beauregard, Ester T.	.....	B.A., Tor	.....	1897	750 00
Macmillan, John	.....	B.A., Tor	.....	1881	2,300 00
Jolliffe, Orion John	.....	M.A., Vic	.....	1884	1,700 00
McDonnell, Alexander Hiram	.....	B.A., Tor	.....	1889	1,600 00
Cowley, Robert Henry.	.....	M.A., Queen's	.....	1894	1,250 00
Alexander, Luther Herbert.	.....	M.A., Tor	.....	1894	1,250 00
Sykes, William John	.....	B.A., Vic	.....	1894	1,250 00
Stothers, Robert	.....	.....	.....	1887	1,200 00
Wallace, James Ewan	.....	.....	.....	1883	1,200 00
Conklin, James Davidson	.....	.....	.....	1894	950 00
Graham, William Andrew.	.....	B.A., Tor	.....	1895	710 00
Scott, Bessie Mabel	.....	.....	.....	1892	700 00
Campbell, D. A.	.....	B.A., Tor	.....	1896	800 00
Jenkins, William H.	.....	B.A., Tor	.....	1890	1,500 00
Packham, James Henry	.....	B.A., Vic	.....	1884	1,100 00
Murray, Thomas	.....	B.A., Tor	.....	1897	1,100 00
Parker, Francis R.	.....	B.A., Queen's	.....	1892	1,100 00
Brough, Thomas Allardyce.	.....	B.A., Queen's	.....	1893	1,100 00
Barron, Robert A.	.....	B.A., Tor	.....	1894	1,100 00
Burgess, Herbert H.	.....	.....	.....	1892	1,100 00
Smith, Claribel	.....	B.A., Tor	.....	1894	700 00
..... (Interim)	.....	.....	.....	.....	.....
Shields, Alfred J.	.....	.....	.....	1894	700 00
..... (Interim)	.....	.....	.....	.....	.....

Morrisburg

Napawee

Niagara Falls

Ottawa

Owen Sound

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), JANUARY, 1897.

Collegiate Institutes.	Principals and assistants.			Date of Appointment.	Salary.
	Name.	Degree.	Specialists.		
Perth	Paterson, Richard Allan.	B.A., Tor.	Math.	1890	\$ c. 1,200 00
	Stevenson, Louis	B.A., B.Sc., Vic.	Math., Sci.	1889	1,050 00
	Hardie, William	B.A., Tor.	Class.	1892	1,000 00
	Woods, Emma Orilla	B.A., Vic.	Eng., Fr., Ger.	1890	850 00
	Edmiston, James Alfred			1893	800 00
Peterborough	Fossenden, Cortez	M.A., Trin.	Math.	1890	1,700 00
	Tife, James A.	B.A., Tor.	Math., Sci.	1887	1,100 00
	Jaffries, John	B.A., Tor.	Eng., Fr., Ger.	1890	1,100 00
	McCaig, James	B.A., Vic.		1896	900 00
	O'Brien, Michael			1892	900 00
	Kenner, Henry R. H.	B.A., Tor.	Class.	1893	1,000 00
	Spence, Frances	B.A., Tor.	Eng., Fr., Ger. (Interim) ..	1895	900 00
Ridgetown	Little, John George	B.A., Tor.	Math.	1886	1,300 00
	Smith, James Harvey	M.A., Queen's	Sci.	1888	1,000 00
	Reid, Robert	B.A., Tor.	Eng., Fr., Ger. (Interim) ..	1895	800 00
	McKee, George Albert	B.A., Tor.	Class.	1896	800 00
	Koillor, James			1892	650 00
Sarnia	Grant, David M.	B.A., Tor.	Class.	1885	1,300 00
	Corbett, Lewis C.	B.A., Tor.	Eng., Fr., Ger.	1891	1,100 00
	Corkhill, Edward James	B.A., Queen's	Sci.	1891	1,000 00
	Campbell, Alexander	B.A., Tor.	Math.	1890	1,000 00
	Pottinger, Sylvia V.			1875	750 00
Seaforth	Clarkson, Charles	B.A., Tor.	Eng., Math., Sci.	1887	1,300 00
	Robertson, Hugh S.	B.A., Tor.	Math (Interim)	1895	1,000 00
	Thompson, John F.	B.A., Tor.	Class (Interim)	1896	900 00
	Cheswright, Richard C.		Sci.	1893	900 00
	Kirkman, Mrs. Barbara		Fr., Ger.	1-84	700 00
Stratford	Mayberry, Charles Alexander	B.A., LL.B., Tor.	Class.	1890	1,500 00
	Cornwell, Leslie J.	B.A., Tor.	Math.	1893	1,100 00
	Adairson, Margaret E. T.	B.A., Vic.	Eng., Fr., Ger.	1892	900 00
	Mills, George K.	B.A., Tor.	Sci.	1895	1,000 00

Strathroy	Hume, Wallace C.....	B.A., Tor.....	Eng. (Interim)	1896	1,000'00
	Malcolm, George.....	B.A., Queen's.....	Sci. (Interim).....	1889	950 00
	Kilmer, Ernest E. C.....			1895	800 00
	Wetherell, James Elgin	B.A., Tor.....	Class, Eng.....	1883	1,800 00
	Howard, John F.....	B.A., Tor.....	Math.....	1896	950 00
St. Catharines.....	Cook, Margaret.....	B.A., Tor.....	Eng., Fr., Ger. (Interim).....	1895	900 00
	Reynolds, Aaron Kilbourne.....		Sci.....	1889	1 000 00
	McCutcheon, Carlotta, J. K.....		Commercial.....	1895	800 00
	Shotwell, William.....			1896	800 00
	Henderson, John.....	M.A., Tor.....	Class.....	1872	1,600 00
St. Mary's.....	Robertson, William John.....	B.A., Tor LL.B. Vic.....	Math. Hist.....	1874	1,200 00
	Giffen, James A.....	B.A., Tor.....	Sci.....	1891	1,100 00
	Cloney, S. Louise.....		Eng., Fr., Ger., (Interim).....	1896	800 00
	Walker, Francis A.....		Commercial.....	1883	950 00
	Stevenson, William John.....		Eng.....	1892	700 00
St. Thomas.....	Caverhill, Arthur E.....			1894	700 00
	Martin, Stephen.....	B.A., Tor.....	Math.....	1886	1,400 00
	Follick, Thomas Henry.....	M.A., Vic.....	Sci., Eng.....	1885	1,000 00
	Clayton, Adelaide Helena.....	B.A., Tor.....	Eng., Fr., Ger.....	1891	950 00
	Glassey, David A.....	B.A., Tor.....	Class.....	1894	900 00
Toronto (Harbord st.)...	Stubbs, Samuel J.....	B.A., Tor.....	Class (Interim).....	1896	600 00
	Quance, Noah.....	B.A., Tor.....	Class.....	1891	1,500 00
	Stephenson, Orlando J.....	M.A., Tor.....	Eng., Fr., Ger. (Interim).....	1897	1,000 00
	Marty, Alletta Elsie.....	M.A., Queen's.....	Fr., Ger.....	1894	1,100 00
	Lees, Richard.....	M.A., Tor.....	Sci.....	1894	1,100 00
Toronto (Jameson ave.)	McGeary, John Henry.....	M.A., Tor.....	Math.....	1888	1,200 00
	Campbell, Louis C.....	B.A., Tor.....		1896	600 00
	Vosden, Arthur.....			1893	700 00
	Spotton, Henry Byron.....	M.A., Tor.....	Class, Sci.....	1891	2,500 00
	Hazarty, Edward William.....	B.A., Tor.....	Class.....	1891	1,500 00
Toronto (Jameson ave.)	Balmer, Eliza May.....	P.A.A., Tor.....	Eng., Fr., Gr.....	1891	1,500 00
	Lawler, Gertrude.....	M.A., Tor.....	Eng., Fr., Ger., Math.....	1891	1,500 00
	Smyth, Thomas H.....	M.A., Tor.....	Sci.....	1891	1,500 00
	Cox, John Leone.....	B.A., Tor.....	Math.....	1892	1,500 00
	Eldon, Robert Henry.....		Math., Commercial.....	1891	1,500 00
Toronto (Jameson ave.)	Forfar, Charles.....	B.A., Tor.....	Eng., Fr., Ger.....	1892	1,000 00
	Little, David C.....	B.A., Tor.....	Class.....	1893	1,000 00
	Kennedy, Lyman Aaron.....	B.A., Vic.....		1892	1,000 00
	Strath, Robert Smith.....	B.A., Tor.....	Math.....	1893	1,000 00
	Clark, Luther J.....			1896	700 00
Toronto (Jameson ave.)	Embree, Luther Edmund.....	M.A., Tor.....	Class, Eng., Fr., Ger.....	1888	2,500 00
	Smith, Gilbert Acheson.....	B.A., Tor.....	Sci.....	1889	1,500 00
	Ryckman, Louise L.....	B.A., Tor.....	Class., Eng., Fr., Ger.....	1891	1,500 00
	Birchard, Isaac J.....	M.A., Tor.....	Math.....	1893	1,500 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), JANUARY, 1897.

Collegiate Institutes.	Principals and assistants.			Date of Appointment.	Salary.
	Name.	Degree.	Specialists.		
Toronto (Jameson ave.)— Con	Crawford, Henry J	B.A., Tor	Class.	1894	1,500 00
	Millar, James			1888	1,500 00
	Wisner, John Anderson	M.A., Trin	Commercial	1889	1,500 00
	Spence, Nellie	B.A., Tor	Eng., Class	1889	1,050 00
	Nugent, Wilbur W.			1893	1,000 00
Toronto (Jarvis st.)	MacMurchy, Archibald	M.A., Tor	Math	1872	2,500 00
	Clase, George A	B.A., Tor	Eng., Fr., Ger.	1889	1,500 00
	Manley, Frederick Fitzpayne	M.A., Tor	Math	1874	1,700 00
	Shaw, George Edmund	B.A., Tor	Eng., Fr., Ger.	1876	1,500 00
	Grant, Wilbur		Math	1881	1,500 00
	McEachern, Peter	B.A., Tor		1880	1,200 00
	Crawford, William Glover	B.A., Tor	Class.	1872	1,500 00
	McEachern, Neil	B.A., Tor	Sci	1886	1,500 00
	MacMurchy, Helen			1881	900 00
	Thomas, Jamie			1882	800 00
	Waugh, John	B.A., B. Paed Tor.	Class.	1896	1,200 00
	Hogarth, George Henry	B.A., Tor	Math	1890	900 00
Whitby	Henderson, Anderson G		Commercial	1881	950 00
	Jones, G. M.	B.A., Tor	Eng., Fr., Ger. (Interim)	1896	650 00
	Dent, William A		Sci. (Interim)	1896	700 00
	Cody, William Stephen	B.A., Tor	Math	1893	1,501 00
	Gavin, Frederick P	B.A., Queen's	Sci	1892	900 00
Windsor	Anderson, George R.	B.A., Tor	Math	1894	900 00
	Climie, Jessie R.	B.A., Tor	Eng., Fr., Ger.	1893	900 00
	Rose, Jean M.	B.A., Tor	Class.	1895	900 00
	Symington, Marion	(Interim)		1895	600 00
	Hunter, David Hamilton	B.A., Tor	Class	1884	1,500 00
Woodstock	Griffin, Albert Dyke	B.A., Tor	Math	1884	1,100 00
	Lennox, Thomas Hodgins		Sci	1886	1,100 00
	Kerr, Charles Staples	B.A., Tor	Class	1889	1,000 00
	Fair, Caroline	B.A., Tor	Fr., Ger	1889	1,000 00

	Stevenson, Andrew Srigley, Edgar Cooper	B.A., Tor	Eng Commercial	1896 1895	1,000 00 750 00
High Schools.					
Alexandria	McKay, Donald Stewart, Robert O'Brien, Lizzie..... (Interim)	B. A., Tor	Class	1895 1895 1896	1,200 00 800 00 500 00
Almonte	McGregor, Peter Campbell Simmons, James W Armour, Amy A..... Thompson, Maggie J	B. A., Queen's B. A., Queen's	Class Eng. (Interim)	1882 1896 1893 1895	1,100 00 700 00 636 00 630 00
Arnprior	Grey, Jeremiah Wilson Rutherford, Walter Richard Wickett, A. Maud	B. A., Vic M. A., Tor	Class Class, Eng, Fr., Ger	1895 1891 1893	1,000 00 800 00 700 00
Arthur	Snider, Egerton E. Mowbray, William..... (Interim)	B. A., Vic B. A., Tor	Math	1896 1896	1,000 00 600 00
Athens	Mills, John Hudson Blackwell, George Frederick Bishop, Charles P. Munro, Margaret K	M. A., Queen's	Class	1894 1893 1895 1896	1,100 00 800 00 700 00 700 00
Aurora	Mulloy, Charles W. White, Jesse O Rice, John	B. A., Tor	Class	1896 1896 1895	1,000 00 550 00 650 00
Beansville	Tremper, James Ball, Kathleen Hester	B. A., Vic	Class	1896 1892	800 00 500 00
Belleville	Milburn, Edward Fairfax Morrow, Alexander Elston Libby, Walter..... Knight, William W Clarke, Henry Jellyman McKae, Jessie Carr	B. A., Trin B. A., Tor B. A., Vic	Class Eng, Fr., Ger Math Sci. (Interim)	1893 1896 1896 1892 1892 1888	1,200 00 800 00 800 00 900 00 800 00 600 00
Berlin	Connor, James William Forsyth, David Mueller, Adolf Sheppard, Frederick William	B. A., Tor B. A., Tor	Class, Eng Math Fr., Ger Eng	1870 1876 1877 1889	1,500 00 1,200 00 1,100 00 500 00
Bowmanville	Fenwick, Murray M. Gillilan, James Mackenzie, Mary Ardronach Frost, Francis H	B. A., Tor B. A., Queen's B. A., Tor B. A., Tor	Class Sci. Fr., Ger Math. (Interim)	1888 1880 1893 1895	1,800 00 900 00 800 00 800 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), JANUARY, 1897.

High Schools.	Principals and assistants.				Date of Appointment.	Salary.
	Name.	Degree.	Specialista.			
Bradford	Rogers, James C McLean, Allan Burgess, John A	B.A., Queen's	Eng., Fr., Ger. (Interim)		1896 1892 1895	\$ c. 950 00 700 00 650 00
Brampton	Fenton, William J Gabraith, William James Howard, Edwy S Warren, James, M Stuart, Frederick A	B.A., Tor B.A., Trin. B.A., Vic B.A., Tor B.A., Tor	Class Fr., Ger. Eng. Math Sci		1894 1887 1892 1897 1894	1,100 00 900 00 900 00 900 00 850 00
Brighton	Newman, George E. Burke, Alexander	B.A., Queen's	Eng., Fr., Ger		1896 1893	900 00 650 00
Caledonia	Locheed, Iachlin Trunian McRitchie, Alexander Robinson Aubin, Alfred Lerrier	M.A., Vic B.A., Tor B.A., Oxon	Sci Class		1895 1893 1897	1,000 00 800 00 600 00
Campbellford	Shields, Alexander M Hume, John Boyes, Robert Rose, Nellie	B.A., Tor B.A., Queen's	Eng Math Fr., Ger. (Interim)		1889 1896 1895 1894	1,100 00 800 00 700 00 500 00
Carleton Place	Patterson, William John McIntosh, W. D. McDonald, Neil Johnston, Mary (Interim)	M.A., Queen's B.A., Queen's B.A., Tor	Math Eng Eng., Fr., Ger.		1892 1895 1890 1895	1,100 00 800 00 650 00 700 00
Cayuga	Skeele, James Eton Moshier, David D Ott, Minna E	B.A., Tor B.A., Tor (Interim)	Fr., Ger		1897 1897 1896	900 00 700 00 500 00
Colborne	Bellamy, W. Foik, Henry J (Interim)	B.A., Tor			1892 1894	925 00 600 00
Cornwall	Knight, Adolphus G. Nugent, James	B.A., Vic	Class., Eng.		1897 1884	1,200 00 900 00

Deeronto	Crewson, Joseph W	B.A., Vic	1888	900 00
	Spooner, Mary M	B.A., Queen's	1894	600 00
	Snellie, W. K. T	B.A., Tor	1896	1,050 00
	Whyte, Robert	B.A., Tor	1896	700 00
Dundas	McIntosh, Alexander W		1896	550 00
	Reid, Joseph		1894	1,200 00
	Hill, Richard J	M.A., LL.B., Tor	1892	850 00
	Panton, Agnes		1892	550 00
Dunnville	Cooke, John A	B.A., Queen's	1896	750 00
	Marshall, Thomas	B.A., Tor	1896	750 00
	Myer, Albert N	M.A., Trin	1895	650 00
	Robertson, George D		1893	600 00
Dutton	Payne, John Charles	B.A., Tor	1894	800 00
	Norris, Isaac Taylor	B.A., Queen's	1895	650 00
	Lee, Charles Henry	B.A., Trin	1896	600 00
	McMurchy, Norman	B.A., Tor	1895	1,000 00
Elora	Carter, Janet W	M.A., Tor	1893	575 00
	Durnin, Charles		1896	600 00
	Crassweller, Christopher L	B.A., Tor	1888	1,300 00
	Cushing, Alfred Bruce	B.A., Tor	1893	750 00
Essex	Moran, John E		1896	600 00
	Kent, Eleanor		1896	450 00
	Perry, Peter	M.A., Trin	1889	1,000 00
	Campbell, Archibald L	B.A., Tor	1894	675 00
Fergus	Rowson, Alice	B.A., Tor	1896	500 00
	Sutherland, Mary	B.A., Tor	1897	450 00
	Grosby, Alonzo Cyrus	M.A., Vic	1892	1,000 00
	Ross, Clarissa Alexandrina Blanche	B.A., Tor	1891	650 00
Forest	Preston, Thomas		1895	700 00
	Graham, Robert George	B.A., Vic	1894	1,100 00
	Chadsey, Stanley B	B.A., Tor	1896	650 00
	Scovell, H. R		1897	650 00
Gananoque	Gibbard, Alexander Hanna	B.A., Tor	1891	1,200 00
	Lindsay, Adeline	B.A., Tor	1894	700 00
	Hutt, Janet M		1884	650 00
	McLaughlin, Robert P		1896	600 00
Georgetown	Bell, Walter N	B.A., Tor	1896	1,000 00
	Thompson, Peter J	B.A., Tor	1896	650 00
	Bowman, Kate		1893	575 00
	Weekes, Edith		1896	400 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), JANUARY, 1897.

High Schools.	Principals and assistants.			Date of Appointment.	Salary.
	Name.	Degree.	Specialists.		
Gravenhurst	Muldrew, William H Smith, Minnie	B.A., Queen's B.A., McMaster	Math. Sci	1894 1894	\$ 1,000 00 550 00
Grimsby	Harrison, Charles W Barr, Janet	M.A., Vic.		1894 1894	800 00 569 00
Hagersville	McNicol, James Kaiser, James B. Wright, Robert II	B.A., Tor (Interim)		1892 1891 1896	1,000 00 800 00 600 00
Harriston	McMurchie, James Coutts, Richard D Lebner, Ernest Bingeman, Sylvia M	B.A., Tor B.A., Tor	Math Sci	1881 1895 1895 1892	1,300 00 800 00 800 00 600 00
Hawkesbury	Johnston, W. D. Wright, William George Patterson, Ruth	B.A., Tor B.A., Tor	Sci	1897 1896 1896	1,000 00 600 00 450 00
Iroquois	Jackson, Joseph A Knox, Robert Hunter Stanley, Thomas E. A Dillabough, Ida F.	B.A., Vic B.A., Tor B.A., Tor	Sci Math	1893 1893 1897 1894	1,000 00 875 00 800 00 600 00
Kemptville	Dillane, William Nelson, John Emery, John W Cesar, Lawson	B.A., Tor M.A., Queen's B.A., Tor	Math Sci Class	1895 1896 1895 1896	1,050 00 600 00 600 00 600 00
Kincardine	Perry, Samuel Walter Gray, James Norris, James Farquharson, Robert A	B.A., Vic M.A., Tor M.A., Queen's	Class Math	1890 1890 1894 1892	1,300 00 550 00 900 00 850 00
Leamington	Elliott, John Brown, Lyman Scratch, Lennie M	B.A., Queen's B.A., Tor	Eng., Math Class, (Interim) Sci. (Interim)	1896 1897 1896	1,100 00 700 00 600 00

Wedenhammer, Frederick J.	B.A., Tor.	Eng.	1897	550 00
Phillips, William Alexander	B.A., Tor	Eng., Fr., Ger	1892	1,100 00
Irwine, William	B.A., Queen's	Math.	1888	1,000 00
Haviland, Hugh Johnson	B.A., Tor		1895	700 00
Jardine, William Wilson	B.A., Tor	Class	1896	900 00
Tier, William	M.A., Tor	Math. (Interim)	1896	600 00
Hillen, Elizabeth M			1896	500 00
Watson, Alexander H	B.A., Tor		1889	1,150 00
Ivey, Thomas Jayne	M.A., Tor	Sci. (Interim)	1896	650 00
Reed, George Henry	B.A., B. Paed Tor	Class	1890	1,000 00
Doidge, Thomas C.	B.A., Tor	Math.	1891	750 00
Annis, Mary A	B.A., Tor	Fr., Ger. (Interim)	1895	550 00
Millar, Nancy, M A.		Eng.	1894	450 00
Forbes, William B.			1897	450 00
Mowat, Alexander	B.A., Tor	Sci. (Interim)	1892	1,000 00
Huff, Samuel		Sci.	1891	750 00
McCool, John	B.A., Tor	Eng., Fr., Ger. (Interim)	1895	800 00
Colling, John Knowles	B.A., Tor		1896	550 00
Elliot, William	B.A., Tor	Math	1882	1,050 00
Fry, Frank De Witt	B.A., Tor	Eng. (Interim)	1895	800 00
May, William F.			1895	700 00
Brethour, John Henry	B.A., Vic.	Class	1891	1,100 00
Sills, William R.	B.A., Queen's	Math. (Interim)	1896	800 00
Pearson, Alexander	B.A., Tor		1895	700 00
Hare, Zella U. B.	B.A., Tor		1895	500 00
Nesbit, David Ashton	B.A., Queen's		1893	1,000 00
Matheson, John			1894	600 00
Closs, Frank D		Sci	1896	550 00
Davidson, Hugh	B.A., Tor		1888	850 00
Grant, Janet			1895	500 00
Dickson, John Elder	B.A., Tor	Class., Eng	1880	1,100 00
Hollingshead, John Edwin			1884	700 00
McKay, James Donald			1893	700 00
Seymour, William Frederick	B.A., Tor	Math	1893	900 00
Carnochan, Janet			1877	500 00
Sherin, Frederick	M.A., Vic	Math	1894	1,000 00
McManus, Emily	M.A., Queen's	Eng. (Interim)	1895	600 00
Talbot, Henry James			1895	600 00
Davidson, John	M.A., LL.B., Vic.	Class., Math	1882	1,100 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), JANUARY, 1897.

High Schools.	Principals and assistants.			Date of Appointment.	Salary.
	Name.	Degree.	Specialists.		
Norwood.— <i>Con.</i>	Garratt, Mina..... Campbell, Mary R. T..... Dundas, Arthur A.....	 B.A., Tor	..... .....	1892 1892 1896	\$ c. 650 00 650 00 500 00
Oakville.	Wellwood, Nesbit John..... Lusk, Charles Horace.....	B.A., Tor M.D.	Math.	1877 1871	1,050 00 750 00
Omamee	Hunt, William Homer..... Morgan, John James.....	B.A., Tor B.A., Vic.	.....	1896 1896	825 00 650 00
Orangeville.	Steele, Alexander..... Jenkins, Robert S..... Knox, William J..... Clarke, Frederick Hall..... Evans, Nellie.....	B.A., Tor M.A., Tor M.A., Tor B.A., Tor	Eng., Math Fr., Ger Sci. (Interim)	1879 1894 1895 1895 1895	1,400 00 750 00 750 00 550 00 400 00
Orillia	Ryerson, Jesse..... Rogers, George F..... Wattsworth, Minnie Della..... Thomson, David..... Williams, Florence E.....	B.A., Tor B.A., Vic B.A., Tor B.A., Tor	Math Sci. Eng., Fr., Ger	1882 1894 1892 1893 1894	1,200 00 800 00 800 00 800 00 600 00
Oshawa	Smith, Lyman C..... Slemmon, Edward T..... Henderson, Margaret Eadie..... Panton, Jessie R. H..... Kinver, Maggie M.....	B.A., Vic B.A., Vic	Class., Eng Math	1882 1892 1879 1886 1895	1,300 00 950 00 700 00 700 00 400 00
Paris.	Acres, Jonathan William..... Armstrong, George H..... Revell, D. Graisberry.....	B.A., Trin. B.A., Tor	.....	1887 1875 1894	1,100 00 900 00 800 00
Parkhill.	McDougall, Neil..... Libby, Minnie Fennessy.....	B.A., Tor B.A., Vic	Sci. (Interim)	1897 1895	700 00 600 00
Pembroke	Ross, Ralph..... Standing, Thomas W.....	B.A., Tor B.A., Tor	Class Math	1895 1895	1,100 00 800 00

	Shirreff, Robert Marshall Miller, May				1895 1895	700 00 600 00
Petrollea	Bell, John Johnstone Clyde, William Montgomery, William Brown, Harry W	B.A., Tor M.A., Queen's B.A., Tor B.A., Tor			1888 1888 1889 1894	1,200 00 1,000 00 900 00 850 00
Pictou	Dobson, Robert Schmidt, Otto L. Morden, Gilbert W Leut, Agnes D McDonald James (Interim)	B.A., Vic B.A., Tor B.A., Queen's M.A., Queen's M.A., Queen's	Math Class. Sci.		1880 1896 1895 1896 1894	1,200 00 1,000 00 1,000 00 600 00 650 00
Port Arthur	McCulloch, Andrew Morgan, James William	M.A., Queen's M.A., Queen's	Eng		1894 1890	1,200 00 1,000 00
Port Dover	Hicks, David MacDougall, Niel	B.A., Tor B.A., Tor			1894 1895	800 00 575 00
Port Elgin	Lillie, John Turner Innes, Alexander R Stoddart, Robert (Interim)	B.A., Vic	Class.		1889 1892 1895	1,200 00 750 00 600 00
Port Hope	Kirkconnell, Thomas A. Mabee, George E Ross, Charlotte Preuls, Ira D Moir, Katharine Elizabeth	B.A., Queen's B.A., Tor B.A., Tor B.A., Tor	Math Eng., Fr. and Ger. (Interim)		1894 1894 1893 1896 1896	1,200 00 900 00 800 00 700 00 550 00
Port Perry	McBride, Dugald Stone, George MacArthur, Christina M Underhill, James A	B.A., Vic	Class., Math.		1871 1883 1895 1895	1,300 00 850 00 600 00 515 00
Port Rowan	Pugsley, Edmund Barber, Ella Ursula	B.A., Vic B.A., Vic			1896 1894	850 00 500 00
Prescott	Rose, Robert Charles Robson, William Croskery, Robert Arthur (Interim) (Interim)	B.A., Tor B.A., Manitoba B.A., Queen's	Math		1896 1896 1896	1,000 00 600 00 500 00
Renfrew	McDowell, Charles Owen, Thomas A. Ewing, William C Misener, Carrie	B.A., Queen's B.A., Cantab. M.A., Queen's	Math Sci. (Interim)		1879 1894 1896 1893	1,000 00 890 00 600 00 600 00
Richmond Hill	Coombs, Ernest Brown, William E (Interim)	M.A., Tor	Class.		1895 1895	1,000 00 600 00
Simcoe	Christie, James Douglas	B.A., Tor	Eng., Fr., Ger.		1889	1,300 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), JANUARY, 1897.

High Schools.	Principals and assistants.			Specialists.	Date of Appointment.	Salary.
	Name.	Degree.				
Simcoe.— <i>Con.</i>	Foster, James Milton	B.A., Tor.			1896	\$ 650 00
	Howell, William B. L.	B.A., Tor.		Class. (Interim)	1896	650 00
	Christie, Duncan McLaren				1896	650 00
Smith's Falls	Houston, John Arthur	M.A. Trin		Math	1887	1,200 00
	Morris, Francis J. A.	B.A., Oxon			1895	700 00
	Olds, Walter Purcell	B.A., Vic.		Sci.	1894	600 00
	Beattie, Isabella J.				1892	500 00
	Bell, Frederick H.	B.A., Tor.		Eng., Fr., Ger. (Interim)	1896	800 00
Smithville	MacNish, Kate J.				1895	500 00
	Carefoot, George A.			Sci.	1897	330 00
	Carstairs, John Stewart	B.A., Tor.			1894	900 00
Stirling	Kennedy, George E.	B.A., Vic.			1893	750 00
Streetsville	McGregor, John Ormond	M.A., Tor			1891	800 00
	Forbes, John W.	B.A., Tor.		Math. (Interim)	1896	600 00
Sydenham	Flach, Ulysses J.	M.A., Tor		Math.	1895	1,000 00
	Harvey, William Blakeley				1889	800 00
	Macpherson, Walter E.	B.A., Tor.		Eng. (Interim)	1895	500 00
	Reavley, Albert W.	B.A., Tor			1894	950 00
Thorold	Walrond, Thomas J.			Math.	1889	720 00
	McLean, Kate	B.A., Queen's			1896	500 00
Tilsenburgh	Phillips, Sylvanus	B.A., Tor		Math.	1896	1,050 00
	Ross, Alexander H. D.	M.A., Queen's		Sci., Math.	1896	800 00
	Bennett, Charles V.	B.A., Queen's		Class. (Interim)	1896	600 00
Toronto Junction	Colbeck, Franklin Charles	B.A., Vic		Class., Eng.	1894	1,320 00
	Gourlay, Richard	B.A., Tor		Class., Math.	1893	1,000 00
	Eastwood, Ida Gertrude	B.A., Tor		Eng., Fr., Ger.	1892	1,000 00
	Chrysler, Minton A.	B.A., Tor		Sci. (Interim)	1895	800 00
	Roseborough, Alice	B.A., Tor			1896	500 00
Trenton	Ingall, Elmer Ellsworth	B.A., Tor		Math.	1895	1,000 00
	Longman, Edwin				1892	725 00
	Pattee, Mrs. Ada			Eng. (Interim)	1889	700 00

Uxbridge	Park, Henry George Taylor, Donald B. Bair, Lydia Stuthers, Jean (Interim)	B.A., Tor	.....	1888 1886 1891 1896	1,000 00 700 00 500 00 500 00
Vankleekhill	Jamieson, Thomas Sawie, Emily Might, Lincoln Clothier, James (Interim)	B.A., Vic	Math.	1889 1892 1893 1895	900 00 600 00 650 00 525 00
Vienna	Bonis, Harry Voaden, John B.	B.A., Tor	Class	1893 1894	800 00 500 00
Walkerton	Morgan, Joseph Witton, James Gayford Rosegear, Howard Field, John Morden Kirkwood, William A.	M.A., Tor B.A., Tor B.A., Tor B.A., Tor B.A., Tor	Class Math. Sci Eng. Fr, Ger. (Interim) Class. (Interim)	1881 1896 1895 1896 1896	1,200 00 1,000 00 850 00 800 00 650 00
Wardsville	Weidenhammer, William B. Morr w, John D.	B.A., Tor B.A., Tor	Class. (Interim)	1895 1896	800 00 500 00
Waterdown	Freeman, John Alexander Miles, Ferguson Aitchison, Belle	B.A., Tor	Class Math	1893 1896 1897	900 00 600 00 400 00
Waterford	Kinnear, Louis Clapp, Charles R Thral, Charlotte (Interim)	M.A., Tor	.....	1897 1893 1897	1,000 00 700 00 500 00
Watford	Potter, Charles Rice, Wilfred Ballentine Conn, Henry Read, Minerva E.	B.A., Tor B.A., Tor	Math. (Interim) (Interim)	1892 1893 1896 1896	1,000 00 700 00 400 00 400 00
Welland	McGuig, Herbert M McNiece, James Harling, Mina May Hawkins, Susan (Interim)	B.A., Queen's B.A., Tor B.A., Tor	 Eng. Fr, Ger. (Interim)	1891 1896 1897 1896	1,100 00 700 00 550 00 525 00
Weston	Elliott, Thomas E Leighton, Robert H (Interim)	B.A., Tor	Eng. Fr, Ger.	1890 1895	1,200 00 550 00
Warton	Snell, Joseph A. Baines, Archibald W Flath, Emma S (Interim)	M.A., Queen's	.....	1896 1895 1895	1,050 00 550 00 500 00
Williamstown	Dandeno, James B MacLean, Allan E Witherill, Ebenezer R. (Interim)	B.A., Queen's	Sci	1896 1895 1895	1,000 00 700 00 600 00

ANNUAL
ARCHÆOLOGICAL REPORT

1896-97,

BEING PART OF

APPENDIX

TO THE REPORT OF THE

MINISTER OF EDUCATION
ONTARIO.

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1897,

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ARCHÆOLOGICAL REPORT.

To the Honorable G. W. Ross, LL.D., M.P.P., Minister of Education :

SIR,—The material in the Ontario Archæological Museum is now so generally representative in character (although still far from being complete), that anxiety need no longer exist to procure specimens, unless such as may possess peculiar value as types, or come from some new locality, or are needful for purposes of comparison.

On this account more time may hereafter be devoted to the examination of places for the purpose of recording all available information relative to the occupancy and distribution of peoples, and the marks by means of which their limits may be determined, apart wholly from any possible or probable return in the shape of relics, although the bringing together of good specimens should not be overlooked.

The work of the past season was signalized by the identification of the principal earthwork on Mizang's Point, Otonabee, as a serpent mound, the only one known in Canada, as it is perhaps the only effigy mound of any kind, and it is not displeasing that we should thus be enabled to mark in Ontario, the last year of the first hundred that have elapsed since the birth of Pre-Historic Archæology at Hoxne, in Suffolk, England.

One of Europe's most distinguished anthropologists wrote a few years since, "The master-key to the investigation of man's primæval condition is held by Pre-historic Archæology." The statement is as true now as it was then. Every day the subject attracts more and more attention.

Interest in Ontario has very much increased, and it is safe to say that there are now a hundred intelligent thinkers on this subject where not long ago there was scarcely one.

The removal of the Museum to the Educational Department should render the collection more popular, and add to its value as an important educational factor, failing which, any museum is worse than useless.

I have the honor to be,

Yours respectfully,

DAVID BOYLE.

ACKNOWLEDGEMENTS.

For donations and courtesies of various kinds, thanks are tendered to Messrs. H. T. Strickland and G. W. Hatton, Peterboro'; Adam Whetung, Indian Village, Chemong Lake; Dr. J. M. Shaw, Dr. W. T. Harrison, Messrs. James Miller, Robert Borland, Thomas Borland, Thos. Wallace, J. A. McIntyre, Archibald Weir, and Mrs. W. Foley, Keene; Messrs. F. Birdsall and Adam Humphrey, Birdsall; Messrs. John Preston, J. H. Scriver, and Dr. Coghlin, Hastings; Thos. Blezard, M.P.P., Villiers; Pashageezhik, Alderville; Mrs. James Houghtailing, Alnwick; Squire Thomson, Hiawatha; Mr. George Braithwaite, Gore's Landing; Messrs. Aaron Main, James Hay and J. Humphrey, Beverly; Dr. James McDermott, and Messrs. E. Richardson and James Tocher, Sunderland; Messrs. Geo. E. Laidlaw, James Laidlaw and M. Irwin, Bexley; Mr. A. F. Hunter, B.A., and Dr. Addison, Barrie; Mr. Henry Smith, New Hamburg; Mr. Chadd, Weller's Bay; Mr. E. B. Biggar, Toronto; Dr. Hamilton, Parkdale; Mr. Alfred Willson, Toronto; Dr. G. S. Schwalbe, Strasburg, Germany; Dr. T. W. Beeman, Perth; Dr. S. H. Collins, Lawrenceburg, Ind.; Mr. James L. Hughes, P. S. I., Toronto; Prof. C. C. Willoughby, Cambridge, Mass.; Mr. Wm. A. Brodie, Bethesda; Rev. Joseph Annand, M.A., Santo, New Hebrides; Messrs. David Martin, Robert Martin and Jonathan Ashbridge, Scarboro; Peter Campbell, Duntroon, and Prof. Clarence B. Moore, Philadelphia, U. S.

ADDITIONS TO THE MUSEUM.

515 copper beads from mounds on Sugar Island, Rice Lake, Otonabee Township.

300 shell beads (*marginella conoidalis*), Otonabee Township.

865 " wampum disks, Otonabee Township.

1 double-ended copper axe, three and a quarter pounds, Otonabee Township.

1 gorget of "Mexican onyx," Otonabee Township.

1 half of gorget, " " "

2 stone axes or celts, " "

3 bone tools, " "

2 horn tools, " "

6 skulls, " "

10 skulls, mounds on north shore of Rice Lake.

1 large turtle-shaped (*busycon*) gorget. The only engraved shell in the museum. Mound No. 2, Miller's farm, Hiawatha, Otonabee.

Several fragments of large conchs, " " "

2 halves of bone harpoons " " "

1 half of a slate gorget, " " "

2 stone axes, " " "

2 horn tools, mound No. 1, " " "

1 bone arrow or knife, mound No. 1, " " "

1 stone pendant, centre mound, Preston's farm, Asphodel Township, Trent River.

1 shell (*unio*) scraper, lot 8, concession 8, Beverly Township.

12 shell beads (*marginella conoidalis*), Bald Head, Weller's Bay, Prince Edward County.

1 piece of Huronian slate in course of preparation for a gorget. H. Mayor's farm, Innisfil Township, Simcoe County.

1 large mealing-stone, Hatrick's Point, Otonabee, Rice Lake.

1 large mealing-stone, Birdsall's Bay, Rice Lake.

1 large mealing-stone, near Troy, Wentworth County.

1 small mealing-stone, Mizang's Point, Rice Lake.

1 large mealing-stone, " "

70 miscellaneous specimens from shore and islands, Rice Lake.

DR. JAMES McDERMOTT, SUNDERLAND.

1 turtle-shaped (limestone) pipe, found near Sunderland, and not far from the Tocher embankment, Brock Township, Ontario County.

1 perfect, plain clay pipe, Brock Township.

1 imperfect, square-mouthed clay pipe, Brock Township.

JAS. L. HUGHES, PUBLIC SCHOOL INSPECTOR, TORONTO.

1 turtle shaped (soapstone) pipe, Darlington Township, Durham County.

1 good clay pipe, with human figure facing the stem. Has been broken and repaired. Ball's Point, Lake Scugog, Ontario.

3 imperfect clay pipes from the same locality.

5 flints from various places in Durham County.

1 fragment of well-marked pottery. Ball's Point, Lake Scugog.

JOHN A. MCINTYRE, OTONABEE.

1 stone pipe (dusky white soapstone) of the platform variety. Base much diminished. Pipe shows marks of long use and wear. Lot 15, concession A (W. $\frac{1}{2}$), Otonabee.

1 very good flint from the same farm.

JOHNSON PAUDUSH, HIAWATHA.

1 bird amulet, Oneida, Middlesex County.

HENRY SMITH, NEW HAMBURG.

2 bird amulets (casts), Oxford County.

1 bar amulet (cast), Oxford County.

AARON MAIN, BEVERLY.

1 shell (busycon) drinking cup. (This vessel was made by taking out the interior portion of the shell and leaving only the outer wall), lot 8, concession 5, Beverly, Wentworth County.

6 skulls from ossuary, lot 8, concession 8, Beverly.

JAS. HAY, TEACHER, SHEFFIELD.

1 skull from ossuary, lot 8, concession 8, Beverly.

J. HUMPHREY, TROY.

1 skull from the Main ossuary, Beverly.

MRS. WM. FOLEY, OTONABEE.

1 stone adze, lot 12, concession 9, Otonabee.

H. T. STRICKLAND, PETERBORO' CITY.

1 stone gouge, Stony Lake, Douro Township.

1 double-ended celt, Stony Lake, Douro Township.

ARCHIBALD WEIR, OTONABEE.

2 stone gouges, Otonabee Township.

1 simple form of celt from naturally shaped stone, Otonabee Township.

THOMAS WALLACE, OTONABEE.

1 stone gouge, lot 9 concession 7, Otonabee Township.

ROBERT BORLAND, OTONABEE.

1 copper spear or knife, lot 13, concession 2, Otonabee.

THOMAS BORLAND, OTONABEE.

1 large stone gouge, lot 13, concession 2, Otonabee.

THOMAS BLEZARD, M.P.P., OTONABEE.

1 stone chisel, lot 20, concession 2, Otonabee.

P. QUINN, OTONABEE.

1 copper axe, found on field adjoining the Serpent Mound on Mizang's Point.

1 semi-circular slate, (woman's knife).

E. B. BIGGAR, TORONTO.

1 grooved axe, (Micmac), New Brunswick.

DR. S. H. COLLINS, LAWRENCEBURG, INDIANA.

1 celt made from water-worn stone, grooved to form a means of handle attachment, Kentucky.

1 large mealing-stone with two oval cavities, from farm of Mr. Hayes, near Lawrenceburg, Indiana. Very fine specimen.

DR. C. S. HAMILTON, PARKDALE, TORONTO.

1 square-sided celt, Durham County.

GEORGE BRAITHWAITE, GORE'S LANDING.

1 slightly grooved adze, with ridges above and below the groove, Hamilton Township.

THOMAS THOMSON, OTONABEE.

1 small bone specimen, having a resemblance to a whistle, Block A, Indian Reserve, Hiawatha, Otonabee.

DR. G. S. SCHWALBE, STRASBURG, GERMANY.

6 recent European skulls.

6 mummy heads from tombs near Thebes, Egypt.

MRS. JAMES HOUGHTAILING, ALNWICK.

1 long bone awl or needle.

ALLAN COMEGO, ALDERVILLE.

2 rice threshing sticks.

DR. T. W. BEEMAN, PERTH.

1 stone gouge, Rideau Lake, Lanark, Ontario.

2 unfinished pipes of soapstone, roughly blocked out. In one the boring has been begun to make a stem-hole.

2 worked pieces of soapstone, perhaps in preparation for small pipes.

1 hematite celt. This is the only specimen made of this material in the Museum, that has been found in Ontario.

103 flints, fragments of pottery, rubbing stones, etc., all from the County of Lanark, Ont.

REV. D. B. MACDONALD, BENDALE.

1 remarkably singular clay pipe, lot 5, concession 1, Scarboro.

ALFRED WILLSON, TORONTO.

1 very fine bird amulet, Thedford, Lambton County.

1 fragment of bar amulet, showing section of diagonal hole, Bosanquet, Lambton County.

1 bone case, made from part of a large rib, and engraved on both sides, Bosanquet Township, Lambton County. See figure following.

PROF. C. C. WILLOUGHBY, CAMBRIDGE, MASS.

1 cast of the Neanderthal skull.

HENRY MERRIAM, HARWOOD.

14 celts, mostly of rude form, Hamilton Township, Northumberland County.

1 small chisel, Hamilton Township, Northumberland County.

1 roughly made hammer-stone, " "

1 small unfinished tablet, " "

1 broken tablet, " "

1 broken bird amulet, " "

2 flints, " "

2 soapstone pipes, " "

ADAM HUMPHREY, BIRDSALL.

1 mealing-stone, Cameron's Point, Asphodel Township.

————— ?

1 large mealing-stone, Troy Wentworth County.

JONATHAN ASHBRIDGE, SCARBORO'.

1 skull from grave on lot 26, concession B, Scarboro.

WM. A. BRODIE, BETAESDA.

- 1 excellent human mask from a clay pipe bowl.
- 1 grotesquely formed (human figure) clay pipe bowl.
- 1 imperfect bird-form from bowl of clay pipe.
- 1 flattened (vase-form) imperfect soap-stone pipe.
- 1 small human face on fragment of pottery.
- 1 small human figure, rudely carved in soapstone—an inch and five-eighths long. See figure following.
- 1 oddly shaped and rudely made stone pipe.
- 1 small slate bead, badly bored.
- 1 copper arrow, $2\frac{1}{2}$ inches in length.
- 10 bone beads from $\frac{5}{8}$ to $2\frac{7}{8}$ inches long.
- 2 shell beads—shells simply perforated.
- 1 small, bead-like tube of iron, perhaps a concretionary form.
- 3 bears' teeth—from grave.
- 1 small stone used as a sharpener, probably for bone awls.
- 11 imperfect bone awls.
- 2 flint scrapers.
- 1 small stone chisel.
- 1 very small stone chisel.
- 1 upper portion of clay pipe bowl, ground smooth to remove marks of fracture and form a coarse ring.
- 2 roughly made clay disks from fragments of pottery.
- Numerous celts, hammer-stones and fragments of pottery, horn, bone, and shell.

PROF. CLARENCE B. MOORE, PHILADELPHIA.

Several cinerary clay urns from Georgia sea islands. These urns were found in mounds, and contained the cremated remains of infants. The vessels are in a fragmentary condition, but with some care and time may be restored.

A. F. HUNTER, M.A., BARRIE.

- 1 grotesquely modelled black clay pipe, bearing human face, farm of Mr. Jas. Davis, Oro township, Simcoe county.
- 1 gorget (slate), Scott farm, Vespra township, Simcoe county.
- 1 bone needle, from farm of Mr. Neil McNevin, Oro township Simcoe county.

GEORGE MONKMAN, BARRIE.

- 1 small and very beautifully made, bone scoop or gouge, from farm of Mr. Wm. Roadhouse, Albion township, Peel county.

REV. JOSEPH ANNAND, M.A., NEW HEBRIDES.

Mr. Annand, the well known Presbyterian missionary of Santo, New Hebrides, writes. "In August, having spent a few days in voyaging around this island looking for eligible openings for the settlement of missionaries, I was fortunate enough to get a few things for your museum, which, for purposes of comparison, may prove useful. They are now packed and ready for shipment by the "Dayspring" when she sails for Sydney early next month (November). I will instruct our agent (the Rev. James Cosh, D.D.,) to forward the box to you by the Huddart-Parker line to Vancouver, thence by the Canadian Pacific Railway to Toronto.

I am sorry that my collection is so small and unsatisfactory, but I have done what I could, and I trust that even these few things may prove of interest to you and others. Most of the things are marked so that you can see to what use they have been put, also, a reference to the manner of production is added.

The only expense connected with these things that the museum is expected to bear, is the cost of transport from Sydney, home. The cost of goods here I cheerfully contribute to the museum, in the success of which ethnologically, I am deeply interested.

Yours faithfully,

J. ANNAND.

- 3 stone axes.
- 4 chisels and adzes.
- 1 three-pronged Santo spear made from human bone.
- 2 single-pronged Santo spears made with wooden points.
- 1 wooden spear.
- 2 "pudding" dishes.
- 2 "pudding" pounders.
- 1 Santo bow, with assorted arrows.
- 1 Malekula bow with arrows.
- 1 Eromangan bow with arrows.
- 1 Nguna club, (for war purposes.)
- 1 Epi club, (for war purposes.)
- 4 Santo war clubs of different kinds.
- 1 figure-head of a canoe, representing a man.
- 1 bamboo staff.
- 1 Santo mouth-organ.
- 2 pandanus-leaf Oba mats.
- 1 pandanus-leaf Santa basket.
- 2 pandanus-leaf Futuma basket.
- 1 Nguna breast-plate.
- 4 boar's tusks (use explained on label).
- 1 belt made of bark.
- 1 belt made of twine.

- 1 Kava cup.
- 2 Kava plates.
- 1 Kava spoon.
- 1 East Santo dress, with block and beads, etc.
- 1 Santo cocoanut milk-dish.
- 1 Santo clay pot.
- 2 strings of native beads (shell).
- 2 combs.
- A bundle of arrows.
- 2 sticks with which fire has been made—to show method of making fire.
- 1 piece of sleeping mat from Efate.
- 1 very old 'pudding' dish from Malo—made with the old stone and shell instruments."

[The example of the Rev. Mr. Annand is commended to Canadian missionaries and business men elsewhere. We desire especially to procure specimens to illustrate religious life, and the domestic life of women and children. Contributions should be accompanied by copious notes respecting the manufacture and use of each object.]

GEORGE E. LAIDLAW.

- 3 large mealing stones, Bexley Township, Victoria County.
- 4 stone gouges, Bexley Township, "
- 1 cylindrical hammer stone, Bexley Township, "
- 1 long stone chisel, Bexley Township, "
- 1 pestle-like stone, Bexley Township, "
- 19 celts and chisels, Bexley Township, "
- 1 celt, highly polished, perhaps jadeite, "
- 1 slick stone, Bexley Township, "
- 3 pieces of graphite, from village sites, "
- 1 celt of hematite, not polished, Bexley Township, "
- 1 degraded tablet, Bexley Township, "
- 1 roughly blocked-out tool, Bexley Township, "
- 1 partly worked slate pebble, Bexley Township, "
- 4 small rubbing stones, Bexley Township, "
- 1 brass tomahawk pipe, pattern chisel, Bexley, "
- 1 ghost arrow of brass, Bexley Township, "
- 1 trader's clay pipe, Bexley Township, "
- 1 piece of worked red slate, Bexley Township, "
- 1 unfinished tool of Huronian slate, Bexley, "
- 1 blocked out soapstone pipe, Bexley Township, "
- 1 worked (small) piece of soapstone. Bexley, "
- 1 quartz drill, Bexley Township, "
- 1 quartz arrow head, Bexley Township, "

- | | |
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| 7 flints, Bexley Township, | Victoria County. |
| 1 flint scraper, Bexley Township, | " |
| 1 flint spear or knife, Bexley Township, | " |
| 2 woman's (slate) knives, Bexley Township, | " |
| 24 small stone disks, Bexley Township, | " |
| 19 Small clay disks, Bexley Township, | " |
| 2 stone beads, Bexley Township, | " |
| 1 circular piece of baked clay, Bexley Township, | " |
| 1 white soapstone pipe, Bexley Township, | " |
| 1 soapstone pipe—human figure seated, Bexley, | " |
| 1 soapstone vase-shaped pipe, Bexley Township, | " |
| 1 small stone pipe, Bexley Township, | " |
| 1 pipe, woodpecker figure, Bexley Township, | " |
| 1 double-faced clay pipe, Bexley Township, | " |
| 3 human faced pipes, Bexley Township, | " |
| 2 square-mouthed clay pipes, Bexley Township, | " |
| 1 flat bottomed clay pipes, Bexley Township, | " |
| 20 imperfect clay pipes, Bexley Township, | " |
| 3 pipe-stems and numerous fragments showing cord-marks in the holes, Bexley Township. | |
| 13 miscellaneous fragments of quartz, etc., Bexley Township, Victoria County. | |
| 1 pear-shaped slate pendant, Bexley Township, Victoria County. | |
| 5 bone beads, | " " |
| 1 bone bangle—fish head ? | " " |
| 1 worked piece of bone, | " " |
| 1 bone bangle—numerous holes, | " " |
| 1 wolf's tooth, bored, | " " |
| 2 wolf teeth unbored, from grave, | " " |
| 1 bear's tooth, ground smooth at point, | " " |
| 2 long bone beads, | " " |
| 2 horn arrow-tips(?) | " " |
| 19 bone awls or needles, | " " |
| 1 horn club-spike (?) | " " |
| 1 bone club-spike (?) unfinished, | " " |
| 1 piece of deer-horn, worked, | " " |
| 1 deer foot bone, worked, | " " |
| 2 shell disks, | " " |
| 8 dog-whelk beads, | " " |
| 3 bored mussel shells, | " " |
| 3 worked mussel shells, | " " |
| 1 small, black, roughly oblong, but slightly tapering piece of argillite, $\frac{3}{8}$ inch thick, and deeply hollowed on both sides, evidently used in sharpening tools. | |

- 1 small, grey, syenite, hammer-stone.
- 2 small pieces of hematite, oxydised to a very bright red,
- 2 perforated stone disks $1\frac{1}{4}$ inch in diameter and $\frac{1}{2}$ an inch thick.
- 2 unbored stone disks—one a naturally water-worn pebble.
- 1 small piece of worked soapstone, rubbed considerably on one edge.
- 1 piece (4 inches) of a long clay pipe stem. May have been at least an inch longer.
- 1 fragment of clay pipe showing a well-made human face.
- 1 small, imperfect oval hematite ornament.
- 1 half of a semi-circular slate knife
- 1 shell bead.
- 1 wolf-like stone pipe, Bexley Township, Victoria County.

PETER CAMPBELL, DUNTROON.

- 5 stone pipes, Nottawasaga, Simcoe County.
- 3 clay pipes, “ “
- Several stone beads, “ “

BY PURCHASE.

- 14 choice flints from various places in the United States.
- 11 quartz arrow-heads from Georgia.
- 12 flints, Baby Farm, York Township.
- 24 flints from various places in Ontario.
- 1 obsidian arrow-head, California.
- 10 small arrow-tips, Oregon, U.S.
- 1 bone bead used as a tally, Wentworth County, Ontario.
- 3 bone awls, York County, Ontario.
- 2 horn tips, showing marks of work, York County, Ontario.
- 1 small oval shell ornament, apparently made from a quahog.
- 3 clay pipe-heads, plain and slightly ornamented.
- 1 clay pipe-head with strongly marked human face.
- 1 North-west pipe-head inlaid with lead and catlinite.
- 1 North-west pipe-head, on which has been carved a long-tailed quadruped, the head of which is broken.
- 1 large clay pipe, Udora, Ont.
- 1 bird amulet, Quinn Farm, Dufferin Street, N.W. corner of Toronto.
- 7 pieces of discoidal wampum.
- 2 women's (slate) knives, Bowes' Farm, Oakwood, Ontario.
- 10 bone, shell and glass beads, Baby Farm, Lambton, near Toronto.
- 1 large gouge, Clayburn Farm, Albion Township, Ontario.
- 1 small gouge, very finely made, York Township, Ontario.
- 1 grooved stone hammer, Minnedosa, Manitoba.

- 1 stone chisel, Quinn Farm, Dufferin Street, near Toronto.
 - 1 stone adze, plain, Chester, near Toronto.
 - 8 small celts from various places in Ontario, from Dr. Rear.
 - 8 photographs illustrative of the Sun Dance near Battleford in 1895, Mrs. G. Moodie, N.W.T.
 - 1 Iroquois dance-mask, formerly owned by Chief Crow. Miss E. Pauline Johnson, Brantford.
- Total additions this year, 2,500.

MOUNDS.

There is apparently no more fascinating belief than that which attributes the construction of our American mounds to a semi-civilized and peacefully disposed race, which was ruthlessly exterminated by the savage Indian. It is a poetic belief. It affords material for homilies on "man's inhumanity to man," and those who are fond of repeating the silly saying that "history repeats itself," find here a new-world parallel to numerous old-world events. It gratifies the *survivals* among us who deplore the departure of "the good old times," and affect to regard, with deepest grief, present-day degeneracy. It appeals to man's mythologic sense very powerfully; and it pleases people who are morbidly minded to picture to themselves the awful horrors that must have been inflicted on the poor, industrious, and happy mound-builder, whose reeking scalp was torn from his head by bloodthirsty human fiends, who also destroyed houses, farms and gardens, and drove away herds of domestic cattle!

Squier and Davis thought the mound-builders were connected with the "semi-civilized nations which formerly had their seats among the Sierras of Mexico, and upon the plains of Central America and Peru." Sir Daniel Wilson thought the Aztecs on their way south [south, whence?] constructed the mounds. Short, in his North "Americans of Antiquity," thinks the Toltecs built them. (Dr. Brinton doubts that there ever was a *people* called Toltecs.) Sir Wm. Dawson believes that some who were called Tallegwi were the mound-makers; General Thruston connects them with the ancient Mexicans; Morgan thought they were akin to the Pueblo Indians, but even the names of authors need not be mentioned by whom the mounds have been ascribed to the Phœnicians, Jews, and Egyptians!

Perhaps the poet Bryant has had as much to do as any writer in perpetuating a belief in the high-class mound-builder. His beautiful poem has found its way into numerous school readers, has been spouted ten thousand times at "receptions" and "examinations," and is fully accepted by the reciters, by their parents, by all the members of their families, and by those who have sorrowfully, almost tearfully, listened to the pathetic verses.

It seems vain to explain that the mound-makers could not have had cattle, that they knew not how to temper copper, that in mechanical

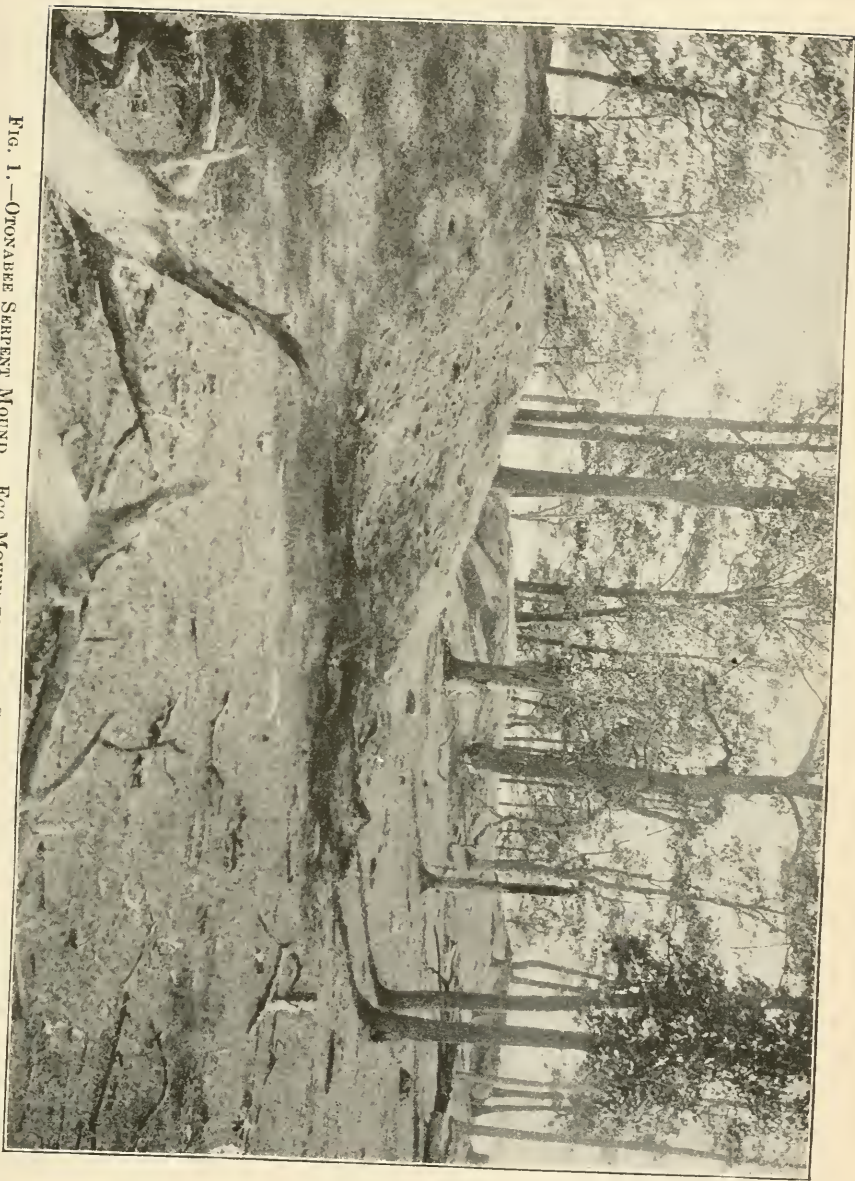


FIG. 1.—OTONABEE SERPENT MOUND. EGG MOUND TO LEFT. SERPENT'S TAIL TO EXTREME RIGHT.
Photo. by DR. W. T. HARRISON, Keene.

skill they were not superior to Indians as we know them, and that a similar statement may be made regarding them as tillers, that morally and socially they do appear to have been a superior people, and that they did not possess at all an elevated kind of religion.

It is probable that the majority of those who entertain so much reverence for the mound-builders, and corresponding regret for their disappearance, will die in the faith, and indeed it seems a pity to deprive them of what yields so much comfort.

Recent writers like Sir John Lubbock, and Dr. W. H. Dall, hold the opinion that the mound-makers were simply Indians. Dall says they "were the immediate predecessors in blood and culture of the Indians described by De Soto's chronicler and other early explorers—the Indians who inhabited the region of the mounds at the time of their discovery by civilized man." Schoolcraft, for a wonder, took this view. Major J. W. Powell, Director of the United States Bureau of Ethnology, says: "For more than a century the ghosts of a vanished nation have ambuscaded in the vast solitudes of the continent, and the forest-covered mounds have been usually regarded as the mysterious sepulchres of its kings and nobles. It was an alluring conjecture that, that a powerful people, superior to the Indians, once occupied the valley of the Ohio and the Appalachian ranges, their empire stretching from Hudson Bay to the Gulf, with its flanks on the western prairies and the eastern ocean; a people with a confederated government, a chief ruler, a great central capital, a highly developed religion, with homes and husbandry, and advanced textile, fictile and ductile arts, with a language perhaps with letters, all swept away before an invasion of copper-hued Huns from some unknown region of the earth, and prior to the landing of Columbus."*

Even, however, some of those who agree that the mass of evidence favors acceptance of the view that Indians were the mound-makers, write and speak as if all the mounds were constructed by the same tribe of Indians: There is no more reason to believe this than that all the mounds were built at the same time. The mound-habit was not thus limited—it was ethnic, and we find, therefore, that it extended almost from the 25th to beyond the 51st northern parallel, and from the 69th to the 101st west meridian, the greatest length being in the direction of a line from Cape Sable, Florida, to Lake Winnipeg, Manitoba, and the greatest breadth from Point Peninsula in Maine, to Bismarck in North Dakota. Nor would it be reasonable to claim that the mounds dotting this vast territory represent the wanderings of a refugee people not necessarily numerous, but whose migrations covered a considerable expanse of time. Face to face as we are with facts accumulated mainly during the last half century, if, indeed, it would not be more correct to say during the last quarter, we conclude that American mound-makers were not of one "nation or tongue," nor were they of one way of thinking, even in the construction of the tumuli.

The making of mounds, cairns and pyramids seems to be inseparable from human nature, embodying ideas of safety, strength, advantage, superiority, dignity, honor or worship, connected with the living or with the dead.

* Report of the Bureau of Ethnology, 1890-91, p. xli.

In the pyramids of Egypt we see the most marvellous examples of a proclivity which is typified in the children's game, where one takes possession of a bank or a sand-heap, announcing that he is "King of the castle" and each of the other players is "a dirty rascal."

Nor does it appear hard to trace the genesis of constructing "high places." It is allowable to suppose that in the very first burials, the bodies were laid upon the ground, and covered with leaves, or branches, and in course of time with earth.* This practice may have been incited from a respect for the dead, or out of a desire to protect the remains from the attacks of wild animals, which, after all, is but one way of showing the same feeling. When a notable one dies the thought is natural that his resting-place should be distinguished, and the simplest way to accomplish this is to increase the size of the heap that covers him. As thus the memory of individuals was maintained why not similarly that of events? The idea of sacredness would come in due course, and by the time man reached this stage, he would be capable of elaborating his conceptions in extensive structures, more or less artistic in design, for there is nothing in human experience upon which he will bestow more attention, more time, and more labor, and lavish more expense than on what is connected with his religious duties. Viewed in this light it is less difficult to account for the prevalence of mounds than for the almost universal use of the bow, and the equally universal pattern of the arrow-head; and we need be at no loss to account for the Maya and Aztec masonry any more than for the earth-works thrown up by the Chickasaws in the upper valley of the Mississippi; by the Shawnees in Georgia and Kentucky; by the Muskoki in some of the Gulf States; by the Cherokees in Tennessee and West Virginia; by Micmacs in Maine, and by Algonkians of one kind or other in western New York, Pennsylvania, Ohio, and southern Ontario. Thus too may we in some measure account for the peculiarities that distinguish groups of widely separated mounds, the characteristics of which are no doubt in keeping with the prevailing tastes, notions, superstitions, or dispositions of the builders.

It is perhaps safe to affirm that the largest number of mounds have been made for burial purposes, which we have supposed to be the original *motif* in the construction of such earth-works, yet some of us are very much puzzled to account for the other very large number that do not appear to have had anything to do with human interments, and here, of course, are excepted such as were most probably defensive entrenchments. But there are people who, without much hesitation, prate fluently about 'beacon mounds,' 'sacrificial mounds,' 'temple mounds,' 'sacred mounds,' and so on, as if by the book. There are only two kinds of tumuli respecting which it is sometimes possible to speak with assurance as to their purpose, and one, as to its appearance. The former are burial and fortification works, and the latter, what is known as 'effigy,' representing an animal of same kind—man, beast, or bird. Of burial heaps certainty is reached only after a thorough

* "The simple tumulus seems the most ancient sepulchral monument. It was raised by the Greeks and Trojans, and was common to Romans, Gauls, Germans, and other European nations 2,000 years ago. Charlemagne, wishing to put a stop to heathen practices, decreed that Christians should have grave stones and not pagan tumuli.—From *The Scottish Gael*, by James Logan, p. 482."

examination ; there is nothing in their exterior to indicate their purpose. Defensive banks form an enclosure, and it is understood that these were probably surmounted by some sort of wooden structure. In many cases the intention of enclosures may have been something quite different. Some effigy mounds were also burial mounds.

Lacking proof as to the purpose of the other thousands of such earthworks that are scattered over the territory whose limits have been named, there is, perhaps, more reason to look upon them simply as memorial mounds, or monuments of important events, than as structures for any other purpose whatsoever. More recently it became the custom in some countries to mark historical spots with cairns and monoliths, and the practice has come down to our own day.

Occasional references have been made since early in the century to the existence of mounds in this province, but in a few instances at least, it would seem that the chroniclers meant ossuaries.*

In 1820, a Rev. Dr. Reed observed mounds (?) on the "Beach at Burlington Bay" (see Appendix A.) About 1855 a mound is said to have been opened in Augusta township. In 1860 Mr. T. C. Wallbridge reported mounds, some of which he examined on the Bay of Quinte shore (see Appendix A), and within the last few years one mound was discovered in Humberstone township, Welland county, and another on Tidd's Island. Dr. Cyrus Thomas's map showing the "Distribution of Mounds in the Eastern United States," places four groups on the western side of the Niagara river; of these we have no record, and if to the foregoing we add a few on Rainy River, more than five hundred miles north-west of Toronto, and most likely the work of a people who constructed similar works in Manitoba and North Dakota, we shall have named nearly all the hitherto known localities in Ontario possessing, or reputed to possess, *mounds* as distinguished from enclosing embankments.

OTONABEE SERPENT MOUND.

Last summer my friend Mr. H. T. Strickland, of Peterboro', directed attention to an embankment of considerable extent on a piece of property owned by himself and Mr. G. W. Hatton, on lot 7, concession 7, township of Otonabee, and which embankment Mr. Strickland believed to be of artificial origin. Notwithstanding my confidence in his judgment it was not without more than a little misgiving that I visited the place, which is beautifully situated on Mizang's† Point, near the mouth of the Indian River, on the north shore of Rice Lake, about ten miles south-east of Peterboro'. The situation is one of the most commanding

* An ossuary is a pit formed to receive human bones, the earth to cover which did at first, no doubt, form an elevation of not more than thirty-six inches, but became a hollow as the bones decayed. The only object of the ossuary-makers appears to have been the covering of the bones, but, in accomplishing this, the replacement of the earth would naturally constitute a low mound. It will readily be seen, however, how different such a mode of burial is from merely placing the remains on the unexcavated surface, and subsequently forming over them an earth heap several feet in height. Every ossuary was, as its name implies, a sepulchre, but every mound was not.

Although in a few parts of the United States mound building has extended into the historic period, it is quite undeniable that many of the tumuli point to dates that are pre-Columbian, but how far beyond it is impossible to say.

† The common name for this point is "De Zang's," but on the authority of Pashageezhik, of Alderville, now a divinity student at Victoria College, Toronto, the spelling should be as above. Mizang was father of the late chief Paudush, of the Hiawatha band.

on the shore, the land rising with a sharp acclivity to a height of not less than seventy or eighty feet from the water.

On the very crest of this point lies an embankment nearly two hundred feet in length, in a generally easterly and westerly direction, one end pointing a few degrees north of east, and in line with an oval mound twenty-three feet distant, the longer axis of which measures



Fig. 2.—Ground plan of Otonabee Serpent Mound.

fifty, and the shorter axis, thirty-seven feet. South of these and just on the beginning of the slope are several small mounds, and a hundred and thirty-six feet north of the western end is a larger one, all of which will be referred to hereafter.

In view of the conclusion ultimately arrived at regarding the principal of these earthworks, it may appear strange that there should ever have been any doubt in my mind as to their origin, but this will be understood when it is stated that in the first place the conditions were wholly new to me, so far as Ontario is concerned, if, indeed, the bank was not merely an interglacial freak, which I strongly suspected; that in the second place the outline of the works was somewhat disfigured by the promiscuous digging of persons in search of skulls, and finally, that in any event, stronger evidence was required to prove the artificial origin of the ridge and other elevations than was yielded by external appearances alone. Every one who has paid any attention to topographical features in those portions of the continent that betray glacial action most markedly, knows how frequently works of human origin are simulated (if it be allowable so to say) as a result of deposition or of denudation. A critical examination of the situation from the geological standpoint resulted in the following conclusions: first, that as Mizang's Point is itself of glacial origin, it would seem improbable that the banks and mounds on and near the crest of the slope, towards the lake, could have been laid down with their longer axis across the line of deposition that formed the ground itself on which they stand; second, that for a similar reason their existence could not be attributed to erosion or denudation, and third, that no natural action could be held accountable for the fact that the ground immediately along the north side of the elevations is considerably lower than the general level. The apparently irregular shape of the long mound lent color to the supposition that the formation was a natural one, and the presence of the egg-shaped structure near its eastern extremity suggested a former connection between the two.

Whites, as well as Indians (Mississaugas), in the vicinity were agreed that the long mound had been thrown up as a means of defence

against the Mohawks. This supposition implies a much longer period of Ojibwa occupation than we are warranted in acknowledging on historical grounds, but at any rate the assumption is a baseless one, for the reason that as a fortification it must have lacked completeness, the whole of the neighboring area being accessible from the lake shore on the eastern and western sides of the point, besides which, the embankment exists where, on account of the steepness of the descent towards the water, such a work was less necessary than on the plain lying to the north.

The only reason for referring thus in detail to the conditions affecting the identification of the Otonabee earthworks is to impress upon readers the necessity that exists for the exercise of great caution, before venturing the assertion that any bank or mound is of human origin simply because of its external appearance.

As a rule, all doubt may be set at rest by making an examination of the structure interiorly. If it is of natural formation, the arrangement of the materials of which it is composed will differ very much from that of one erected by human agency. In the former case, and if of clay, a section three or four feet deep will present a homogeneous appearance—if of sand and gravel, these will be arranged in parallel layers; while, if artificial in its character, the soil will show a 'disturbed' appearance, that is, it will be mixed in small masses, or in streaks, of different colors, corresponding to the various depths from which it has been collected by the workers who were engaged in its construction.

It now only remained to make a deep cut through, or into, one of the mounds, with the permission of Messrs. Hatton and Strickland, who, with Dr. J. M. Shaw, of Keene, were on the spot, and in less than an hour the men employed to dig laid bare a section of the oval mound, which left no doubt as to its human origin.

Having become satisfied on this score, I determined to carry the trench clear through, ten feet east of the shorter axis of the mound, the men working on opposite sides. This line was selected at the outset because some skull-seekers had already done a little surface digging there to a depth of about eighteen inches, near the crown. Eight feet from the north edge, and two feet below the surface, were two human skeletons in a sitting position, and about the same distance from the south side were a skull and some of the large bones of the arms and of the legs—these also were within two feet of the surface, but somewhat more than twelve inches higher, measuring from the general level. From the western end another cut was made five feet wide to meet the former cut, the two thus forming a large T. The depth of the latter cut at the centre of the mound was six feet four inches, which carried us somewhat below the outside level, and in addition to this we made test-holes at intervals, to a depth of over a foot further, to be sure that no disturbed soil should escape observation.

The making of this opening revealed at various depths, all beyond three feet, a human skull, some dog or wolf teeth, the jaw of a small quadruped, small pieces of mussel shells and charcoal, until at a depth of four feet seven inches (at this point on the base level) we came upon a human skeleton lying on its right side. While there was no

doubt that the remains found in the first cut were those of intrusive, or comparatively recent burials, it seemed quite as clear that the bones here found on the base level had been so placed before the construction of the mound, and it appears probable that the same holds good in relation to the isolated skull found only a little more than a foot higher.

Within seven feet of the centre of the mound, and two feet from the surface, were burnt human bones, but not associated with ashes or charcoal, and a few inches below these were two or three small fragments of pottery, the only specimens of the kind observed. Still nearer to the centre, and twenty inches deeper, or three feet eight inches from the surface, was a bed of black earth mingled with ashes and mussel shells, and below this, on the base level, was a circle of stones rudely put together, about three feet in diameter. The stones were such as may be found in the neighborhood, but little or no choice had been exercised as to size or shape, for they varied from four or five pounds to twice as much in weight, some being angular and others water-worn. Although many (not all) of the stones bore evidence of having been subjected to considerable heat, there was no trace of charcoal or ashes near the circle.

At frequent intervals during the excavation of the oval mound, I travelled backwards, forwards, and around the long zig-zag embankment, now that I began to feel certain as to its origin, puzzled to account for its configuration, and its relation, if any, to the more easterly structure on which we were at work. On one of those occasions, when standing on top of the ridge some fifty feet from the westerly extremity, it struck me as being strange that this end of the bank should taper so gradually that its terminating point could not be distinguished accurately within a foot or more. This suggested the idea of a mere beginning, or of failure on the part of the builders to complete their work, and the next thought was to examine the other end. Here, however, there was a very marked dissimilarity, for the bank rose at a sharp angle to a height of four feet and was much more expanded than any other portion of the mound. In the course of another walk along the earthwork I was struck with the thought that this was a serpent mound, but the idea seemed absurd to one who, on account of frequent disappointments, is prone to cast doubt on fanciful resemblances of every kind. Still, there was the broad, abrupt head—there was the tapering tail, and between these were three well-marked convolutions—the zig-zags hitherto without meaning—not so prominent as those of the Adams County mound in Ohio, but, as I now think, much more natural.

It now remained to apply measurements for the purpose of ascertaining whether any plan had been observed in the construction. Stakes were driven at the tip of the tail; at the place where it seemed to me I could detect the barest trace of a connection between the tail (rattle?) and the body proper; at the central point in each bend, as nearly as I could guess; and at the nose. From the latter point to the first bend behind the neck is thirty-seven feet, between the first and second bends forty feet, six inches, between the second and third bends forty feet, between the third bend and what I judged previously

to be the end of the body, forty feet six inches, and from this to the tip of the tail thirty-one feet, giving a total of a hundred and eighty-nine feet.

It will be observed that the three middle measurements closely correspond, and when it is taken into account how difficult it is to fix upon central points by mere eyesight, in the curves of a bank upwards of twenty feet wide at the base, it may be assumed that the distances mentioned were exactly forty feet each. Even the head and tail proper may have originally reached the same lengths. In the latter case it is easy to account for the disappearance of several feet, and a slight extension of the nose would bring it within exactly twenty feet of the egg-mound, which is considerably steeper and less likely to have suffered much by wearing away, either from natural causes, or by the trampling of cattle.

On the identification of this earthwork as a serpent mound, it will readily be understood that more than ordinary interest became connected with every one of its details. Unlike the Scottish one on Loch Nell, in Argyleshire, and the Adams County one in Ohio, the head of the Otonabee serpent points in an easterly direction. It differs from both also in the number of its convolutions which exceed those of the Scottish mound, and are less than those of the Ohio one, the former having only two, giving the work an S-like look, and the latter having seven.

The position of the oval mound, too, at once suggested the ancient combination of the serpent and the egg, and here we are tempted to institute a comparison with the Adams County example, quite to the advantage of the Otonabee structures, for while the oval on the head of the former consists of an embankment enclosing a basin, the Otonabee mound is a solid structure throughout.

Reference has already been made to the morbid depredations of diggers anxious merely to lay bare human remains or to possess a skull. At numerous points along the top of the serpent mound excavations for this purpose have been made, but in no case apparently to a depth exceeding two feet. As the cast-up earth about these places is mingled with bone-fragments, there is little doubt that the earthwork has been used for burial purposes by a people who succeeded the mound-builder—a people to whom the structure possessed no significance, or, at any rate, a significance very different from what it had to those who, at infinite pains, labored to put the embankment into shape. It will be seen that as in every instance the vandal-holes have been sunk on the crown of the ridge, the result is serious disfigurement. Selecting the highest point of the mound left undisturbed, seventy feet from the end of the tail, I had a cut made five feet wide, extending from the north side to the middle of the bank, which is here twenty-four feet across the base, simply to examine the interior nature of the structure, the surface of which was here somewhat stony, a fact that no doubt accounts for its hitherto non-disturbance by white savages, some of whom are said to have searched (very stupidly) for hidden treasure, and not for bones. Human bones were exposed within two feet of the surface, but like those of the egg-mound, all much decayed. Some of the boulders taken from this cut

were all that a man could lift, but many of them did not weigh more than from ten to twenty or thirty pounds each. The placing of the earth was manifestly done by hand, layers and patches of dark soil being mingled with yellow clay; beyond this there was nothing to indicate man's agency, but the proof yielded was ample. A slight examination was made at the head of the mound, the result being to show that here also comparatively recent burials had been made, but lower than eighteen inches from the surface there was no sign of bones.

South of the serpent mound, on the slope facing the lake, are several small elliptical mounds. One of them near the head is forty-one feet in length and nineteen feet wide, another near the tail is forty feet long and twenty-two feet wide, and between these is what may be called a twin-mound, consisting as it does of two earth-heaps side by side and touching each other. The more southerly of these is thirty-seven feet long, and about twenty-two feet in width, while the other is shorter and only fourteen feet wide. In every instance the longer axis is east and west. A superficial examination of all these brought to light intrusive burials in each case, within a foot or eighteen inches of the surface.

In the smaller or northern portion of the twin mound were buried an adult and a child. The skull of the adult is in excellent preservation.

Only two other good skulls were procured from these mounds, and one of them from mound D, near the serpent's tail, presents the best example we have in the museum of what is known as the Inca bone. (See figures following.)

The mound referred to as lying almost due north of the serpent's tail is distant a hundred and thirty-six feet, its axes measuring thirty-three feet east and west, and twenty-eight feet north and south, but as this work has been completely gutted, the dimensions given may exceed the original size, for no doubt much of the earth now on the outside was thrown from the excavation. In any event, the original condition is so utterly destroyed that not much attention was paid to it.

The following table presents all the chief measurements of the serpent mound group:—

	Length.	Breadth.	Height.
Serpent mound	189 ft.	Average 24 ft.	Average 5 ft.
Serpent mound head		30 ft. 9 in.	4 ft. 6 in.
Distance between serpent and egg mound	23 ft.		
Egg mound	50 ft.	37 ft.	6 ft.
Mound A, south of egg mound	41 ft.	19 ft.	3 ft. 6 in.
Mound B, north part of twin mound	28 ft.	14 ft.	2 ft.
Mound C, south part of twin mound	37 ft.	22 ft.	2 ft. 6 in.
Mound D, south of serpent's tail	40 ft.	22 ft. 6 in.	2 ft. 6 in.

Here occurs not only the oval form which in itself is noteworthy, but we are brought face to face with the fact that we possess a serpent mound of no mean proportions, and not only a serpent mound, but one

in combination with the egg, unless it can be shewn that the oval form thus named occupies a wholly adventitious position, which has no relation whatever to the widely entertained primitive myth connecting these two objects. Evidence, however, favors the belief that the two structures on Mizang's Point are complementary, for not only is the oval mound accurately in line with the head and neck of the serpent, but the great height of the former, as compared with that of those lying on the face of the hill, would seem to indicate, that its proportions were made to correspond with those of the serpent, while on the contrary the mounds lying along the south side are under half the height, are less regularly shaped, and are suggestive of being imitative structures—the work, perhaps, of another and more recent people.

With regard to serpents, (drawings, incisings, or effigies of which are found at wide intervals over the greater part of North America), it has been observed that in nearly every instance the model was a rattlesnake. Both, or either, of the extremities may aid in this identification. Unfortunately the outline of the Otonabee serpent's head is not sufficiently sharp to assist us, but the great length of the tail portion (all behind the last bend), was intended, we may suppose, to include a rattle. Indeed, there is a very slight bend about midway in this portion, which may have been meant to mark the feature in question.

Imagination may run riot in attempting to account for the origin and purpose of such earthworks. With regard to the Otonabee Serpent and Egg only two things are certain, namely, that the embankments are of human workmanship, and that they were made by a people—Indians of course—prior to the arrival here of the Huron-Iroquois. Of what stock these people were we have no knowledge. A lingering fondness for such structures among some tribes of Ojibwa origin, until very recently, if regarded as an evidence of heredity, might warrant us in attributing to some old-time Algonkins the making of these mounds. However this may be, our chief source of wonder is connected with the ideas that were entertained by the mound-builders in fashioning such serpent-and-egg embankments. It has been well observed respecting the similarities existing among primitive folk everywhere in the shaping of their weapons, and the tenor of their myths, that, given corresponding environments, human nature being the same all over the world, is bound to manifest itself along certain fixed lines.* In a general way it is easy to concede this proposition, but in a case like the one before us there is a difficulty. We may fully admit the probabilities favoring the respect paid by early man to the serpent on the one hand, and to the egg on the other, in connection with the great mystery of life, the latter symbolizing its origin, and the former, on account of its periodical skin-shedding, being suggestive of rejuvenescence and perpetuity—hence of eternity, but it is not so easy to account for the coupling of these symbols, by peoples widely separated in point of time, as well as of distance.

* "We are driven to the conclusion that the actions of men, being determined solely by their antecedents, must have a character of uniformity, that is to say, must under precisely the same circumstances always issue in precisely the same results."—Buckle's *History of Civilization*, Vol. I, p. 20.

The accompanying picture of the mounds on Mizang's Point is from an excellent photograph kindly taken by Dr. W. T. Harrison, of Keene. Part of the Egg-mound is seen at the left of the picture, which is from a point looking towards the south-west.*

The ground plan is from a rough sketch in my note-book, and is in no sense accurate, as it was hoped that we would have had a survey made by a professional man, shewing not only the proportions of the principal earthworks, but of the smaller, outlying mounds.

It would almost appear gratuitous to suggest the desirability of preserving this earthwork. Messrs. Strickland and Hatton would no doubt consent to sell a few acres here if they could be assured that as public property the place would be neatly fenced, and properly kept. As a summer resort the situation is unsurpassed by any on the lake, and the laying out of a small park enclosing this Serpent-mound would add very materially to the natural attractions. Failing action on the part of the local municipal authorities towards the restoration and preservation of these mounds, and the setting apart of the ground as public property, it may be suggested that the Provincial Government acquire a right to hold the place. The interest that attaches to such works is of a general character—it extends even beyond the country in which they are found, and it would be shameful either to neglect them utterly, or to let them remain in private hands. Wherever mounds of unusual form have been destroyed, as at Marietta, Ohio, the act is now deplored, and we accordingly find that in other parts of the state effective steps have been taken to preserve monuments of this kind for admiration and study in all time. By the efforts of Prof. Putnam and others the Serpent Mound on Brush Creek has been placed beyond the reach of vandalism, and more recently the state authorities have, at a cost of many thousand dollars, secured upwards of five hundred acres that are surrounded by the remarkable embankment known as Fort Ancient. Compared with the cost of such extensive parks, that of the Otonabee mounds would be but trifling—a few hundred dollars at most, even should the whole of the lot, about sixty acres, be purchased.

Unique as is this serpent mound so far as the archæology of Canada is concerned, there can be only one opinion with respect to its maintenance from disfigurement, and, perhaps, from demolition.

GORE'S LANDING RIDGE.

On the announcement by the newspapers that a mound of the foregoing description had been discovered, communications were received from various quarters that similar earthworks were supposed, by the writers, to exist here and there.

The first of this kind to which attention was directed is a long serpentine bank at Gore's Landing, on lot 16, concession 9, broken front, Hamilton Township, on the south side of Rice Lake, and south-west of Mizang's Point. The information came from Mr. Reginald Drayton, a well-read gentleman, whose summer residence is beautifully

* Dr. J. M. Shaw, of Keene, was also good enough to take photographs of the mounds, and in various other ways showed his interest in the work.

situated at the extremity of the ridge in question, on the lake shore. The spot possesses considerable natural attractions, forming as it does a deep hollow of twenty-five or thirty acres, in the side of a bluff, which here forms the lake shore. Mrs. Traill, in her interesting story, "The Canadian Crusoes," which every boy and girl in the province may read with great profit, as well as pleasure, refers to this place as the 'Happy Valley.' We might reasonably enough suppose that it was a favorite Indian camping-ground, if Indians were actuated by æsthetic motives in their selection of resting-places, but as safety from attack was with them a prime consideration, this would be the very kind of place to shun, for a foe with possession of the steep, though low hills, that almost surround the Happy Valley, would hold occupants of the hollow at a great disadvantage. Besides, nothing has been found in it to show that it ever was an aboriginal village-site or even a camping-ground. The bank in question has, however, long been considered as of artificial origin, and, aside from the irregularity of its contortions, it cannot but be admitted that there is much to favor this supposition. It is six hundred feet long, ten to forty feet across the base, and rises gradually from a few inches at the south-west extremity to fully six feet near the north-east end. With the permission of Mr. Charles Neill, on whose property most of the bank is situated, a cut was made on the south side as deep as the base level, and to the centre of the ridge, laying bare stratified deposits of sand, gravel and clay, leaving no doubt as to their natural origin. A circular elevation to the south-east was also tested by means of a cut thirteen feet long, three feet wide, and equally deep at the centre, where the trench terminated, and here, too, it was seen that only natural forces had been at work.

The results here were in no wise disappointing, nor was the labor thrown away, for the educational value attached to the removal of wrong impressions is subordinate only to the formation of those that are correct. People whose attention is not specially directed to matters of this kind may readily arrive at erroneous conclusions, and these opinions in course of time, if uneradicated, lead to misunderstanding and confusion. But if the appearance of a natural bank suggest to ourselves artificiality, is it to be wondered at that the savage should arrive at a like conclusion, finding therein also the similitude of this or that animal? It is indeed worthy of consideration whether natural formations of the kind in question have not originated the idea of effigy mound-building. That a tortuously laid down ridge should prompt the idea of a serpent seems to be natural enough, and as many superficial, interglacial deposits have spurs and sinuses at various angles to the main body, the imagination of simple-minded man might easily lead to the conclusion that 'somebody' had constructed them to imitate the parts of an animal on a huge scale. We know how quick he was to perceive the possibility of adapting the natural shape of a stone, a bone, or a shell to his tool-requirements, and we are not warranted in limiting his sense of adaptability and comparison to objects of this kind. On the contrary we have proof, not in America only, but in almost every part of the world, that early man was struck

with the resemblances that existed between topographical features and animal forms, the names of some places having been bestowed on this very account.

There is, however, no evidence to indicate that any respect, or even attention, was paid to the long, serpentine ridge in Happy Valley, for, as already mentioned, no immediate traces of occupation, or of resort have been discovered, with the exception of a human body, which is said to have been exhumed when digging the foundation of Mr. Drayton's house. This burial was probably of very recent date, although nothing could be learned as to the depth at which the remains were found, or the position in which they lay.

MILLER MOUNDS.

Attention was next directed to the farm of Mr. James Miller, a little west of the Indian village of Hiawatha, and at the mouth of the Otonabee River. Here were two mounds close to the farmhouse, on the face, and near the top of a gentle slope facing southwards, and rising, perhaps, eighty or a hundred feet above the water. One of these mounds, a few yards north of the house, had been opened by a former tenant, or owner, to make a root-cellar, and, it is reported that he found two or three human skeletons. The other mound, only some thirty or forty feet from the eastern gable of the house, had never been disturbed. Like those on Mizang's Point, it was oval, and measured thirty-five feet from east to west, and nineteen feet, six inches, from north to south. Its outline was so sharply marked that there was no difficulty in ascertaining its proportions within a few inches, although it did not exceed three feet in height.

Near the south-east edge there had been a fire, as was shown by a quantity of ashes, and by the earth being burnt red, but this may have been caused by the burning of a stump. At the centre of this mound and only two feet from the surface, was a skeleton, lying north and south. The skull was in pieces, but the large bones were in a fairly sound condition, and remarkable for their great size—the most massive I have ever seen taken from any Indian burial-place. These are now in the museum. Another skeleton was found lying on its right side within a foot of the surface, and a third one, near the north-east edge, about eighteen inches down, was lying on its left side. The heads of both were towards the west. The only specimens found in this mound were two small celts, two tools made of deer-horn points, and a very well-made bone arrow, or knife, the only one of the kind in our possession.

The construction of this mound was extremely rude, the materials—clay and small and large stones—having apparently, been thrown together regardless of order, and some of the largest stones, weighing from fifty to sixty pounds, were in immediate contact with the bones. The clay was so hard, that even at the surface, it was necessary to use picks for its removal.

As the adjoining mound had been cleaned out effectually no attention was given to it, but in a low-lying field south-west of the bluff, and within three hundred yards of the river was a very noticeable circular elevation seventy-four feet in diameter, but only about two and half

feet in height, Mr. Speirs the tenant stated that in ploughing round this place he frequently turned up human bones. As the field was in crop, with his permission the oats were cut, to enable us to dig. Squire Thomson, of Hiawatha, informed me that as he remembered this mound twenty years ago (when still unploughed) it was probably six feet high, and, as a matter of course, considerably less in width. He said too, that in the same field were four other mounds less in size, all of which have now been reduced to the general level. To the best of his recollection three of these were in line nearly from east to west, and the fourth one was a little to the north of the westernmost of these three. After having thoroughly examined the large mound we sounded many places over the field to find if possible where the others had been, but in vain.

As it was the desire of Mr. Miller that the large mound should be removed, it was not necessary to bestow any care, or lose any time in preserving its appearance by restoration. Every foot of it therefore was turned over, and carefully examined. Two trenches, each three feet wide, were cut at right angles through the middle, after which, each quarter was examined in detail. The structure of this mound was peculiar, consisting of brown, black and yellow earth in small masses and thin layers, with which were intermingled at intervals of from four to six inches, thin and irregularly laid beds of what looked like white marl. It is probable that this material, or what has formed it, was placed here evenly, and that the arrangement has become disturbed by the subsidence of the earthwork.* Figure 3 shows the

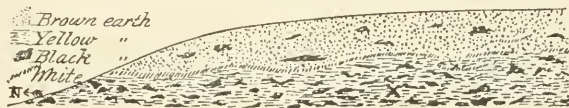


FIG. 3. Section of Miller Mound, No. 2.

appearance of a section of the mound, as drawn from a photograph by Dr. Harrison, and from a sketch made on the spot.

Within the first two hours' digging, one of the men came upon a human skeleton much decayed, except only the leg-bones, and some of the vertebræ.† It was impossible to tell how this body had been buried, but really it does not appear to be of much consequence to note the positions in which bodies were placed, otherwise than to show that no rule was followed, either by the mound-builders, or by those who made the intrusive burials.

Among the mouldered ribs was what we may suppose to have been a gorget made from some large sea-shell. This specimen rudely represents a turtle, the hinder portion of which is missing. A rough fracture encouraged the hope that the missing portion had either been previously thrown out, or would yet be found, but although two or three tons of earth were carefully sifted, the piece was not discovered, and the conclusion was arrived at that the gorget had been deposited here just as we found it. As far as I am aware, the specimen is unique, both in

*Samples of this and the other materials of the mound are now in the museum.

†These remains were found at the spot marked X on figure 3.

shape, and in the style of what by courtesy may be termed the engraving that appears on its convex side. See figure following. Near the same spot were found two small and roughly made celts. Two days' subsequent digging yielded nothing but three bone harpoons.

As it did not seem probable that so large a heap was raised merely to cover a single body, or to commemorate its burial, more especially when the remains were found about mid-way between the centre of the mound and its edge, and were necessarily still nearer the edge before the place was cultivated, various test-holes were dug below the general level to a depth of two feet, without finding traces of disturbance, until we reached the very centre where were discovered evidences of fire, five feet below the crown of the mound as we found it, or fully eight under its original summit. There is no doubt that the remains were those of a burial contemporaneous with the building of the mound, but there seems to be no reason why the body should have been placed where it was.

Having failed as already mentioned to determine the situation of the other mounds mentioned by Squire Thomson, a pretty thorough examination was made of the shore at the mouth of the Otonabee, three hundred yards away (to the west), for here there was clearly an old camping-ground. By measurement this site was ascertained to be upwards of a thousand feet long, and four hundred feet wide. Beds of ashes and fragments of pottery were numerous, but there was an entire absence of flint. It is probable that these signs marked an occupation by people of more recent date than that of those who constructed the mounds, and it is also likely that the place was resorted to only during the harvest-time of the wild rice, which would account for the abundance of pottery, as large clay vessels were necessary in the parching operation, by means of which the chaff or hull was removed from the seeds. At such times, too, large quantities of rice would be consumed, and numerous pots must have been employed in cooking. During the rice-harvest flints would not be in much request, and this was not a suitable place, even for their manufacture.

CAMERON'S POINT.

On Cameron's Point, a high bluff on the north side of Rice Lake and at its eastern end, are three mounds, portions of two of which have fallen over the face of the cliff, which, some forty or fifty feet high at this point, is gradually giving way. The most westerly one, however, standing a little further back, is yet uninjured in this way. The appearance of these mounds was not at all inviting, on account of the large stones that marked their surfaces, and seemed to indicate their general construction.

Some of the farmers in the neighborhood assert that there is among the Indians a tradition to the effect that a huge snake once appeared to a party of them on this hill and devoured them all, but Pashagezhik assures me that having made inquiry, at my request, on this point, he found no Indian who ever heard the story.

A little east of the mounds, and now close to the edge of the cliff, there is a quantity of mussel shells, forming a bed from one to ten inches in thickness, and seventy-five feet in length. That these were brought here in connection with food purposes there cannot be a doubt, and the Indians of the Alnwick Reserve across the lake explain the presence of so many shells by stating that on one occasion their people would have died of famine but for the plentiful supply of mussels. However this may have been, there are the shells, pointing to an unusually large, or long-continued, consumption of this kind of food.

During my absence at the examination of an ossuary in Beverly, and in looking over the ground in the "Happy Valley," the work of opening these mounds (with the cordial consent of Mr. Adam Humphrey, the proprietor), was under the care of Mr. W. G. Long, whose experience in connection with similar work in Manitoba and Dakota proved very advantageous. He reports as follows:—

"Cameron's Point is situated on the northern shore of the eastern end of Rice Lake, near the outlet of the lake into the Trent River, and about a mile west of the River Ouse. It is about twenty feet above the lake, about one and a half miles in length, and sloping upward to the north for about half a mile or so, finally forms the steep side of a narrow valley. This point has a commanding view of the Trent River on the east, and of the lake and islands to the west and south, and the bay running to the north. At this place, and on the very edge of the bank, are three mounds—two of them at one time may have been connected, but owing to the washing away of the bank, and the levelling down with the plough, it is impossible to trace the connecting link. However, the two together, notwithstanding their dilapidated condition, bear a more or less resemblance to the Great Serpent Mound at Mizang's Point.

"By way of distinction I have named these mounds, A, B, C.

"A.—This mound lies at the western end of the point, and is seventy feet long, eighteen feet wide, and four feet high. Two cross-sections at right angles to each other were made. The soil shewed every indication of having been disturbed. This mound contained five skeletons, four of which were intrusive and were from four inches to two feet below the surface. These remains were in a very poor condition. The skulls were all broken by the weight of stone arranged around and over them.

"The mound builder was on the bottom of the mound in a bent position, reclining on its side, on a bed of sand, surrounded by a circle of stone. Slight traces of fire were seen on some of the stones, but none whatever on the bones.

"The only relic obtained was a flat piece of wood, parts of which on being exposed to the air, crumbled into dust.

"B is twenty feet east of, and a little to the south of A, and is sixty-six feet long, twenty feet wide, and four and a half feet high.

"Two cross-sections and one lengthwise, meeting the two cross-sections were put through this mound. Here, as in A, the soil was mixed and consisted of clay and gravel, but contained a greater quantity of stone.

"On entering this mound to the depth of two feet the spade exposed flat stones, and as the cut was extended to and over the crest, round ones were brought to view. After making the other cross-section, it was discovered that these stones had been carefully arranged over the entire mound. The flat stones were resting on their edge and were in rows, wherever the size of the stones permitted, the round ones also in rows began at the angle and ended at the angle on the opposite side. It was noticed that in a few places two, if not three, rows of stone had been laid on the top of the mound.

"While cutting through the crest at the eastern end of the mound, ten intrusive skeletons were found lying above the wall of stone, but encircled and covered with stone, that seemed to be entirely free of the wall. With one exception, the skulls were broken or twisted out of shape by the pressure of stone lying on and around them.

"On reaching the bottom many large boulders were found. On removing these, two skeletons were brought to light; but were in such a condition that it is impossible to give their position. One skull was wedged in between two boulders with a smaller stone on top of it. However, it seemed a circle had been formed with these boulders, having the vacancies filled in with smaller stone.

"The relics were a small polished, unperforated tablet, and a lump of wood. This wood was found among the stone covering the two mound builders.

"C is ninety-two feet to the east of B, and is seventy-five feet long, twenty feet wide, and three and a half feet high.

"Owing to the time at my command, and to the great quantity of stone piled on the western half of this mound, it was impossible to cut through its entire length.

"When working the usual cross-sections, many hundred weight of stone was removed. This stone had been arranged and at about the same depth as mentioned in B. But on removing some eight inches of soil below this wall, another one was found, consisting of large flat stones placed in the form of a hood around the end of the mound. This wall was seen to extend beyond the cross-section made some twenty feet from the end. On removing the stone from near the end of the arc several large boulders were found to form a circle about three feet in diameter. These boulders, and other stones on top and in the crevices, were very much blackened with smoke. When moving one of these, several splinters fell off, which no doubt proves it had been subjected to great heat.

"Making a wider cut, and clearing away the debris, the charred remains of one body was found in this circle of stone. After removing the remains and digging within the circle, ashes and charred wood to the depth of three inches were discovered.

"On examining the flat stones taken from the arch, or hood and directly over the smoked circle of stone, not the slightest trace of smoke was to be seen on them. This seems to prove that this wall and arch had been built some time after the burning or sacrifice had taken place.

"This mound produced three skeletons, two of which were intrusive, and were twelve and eighteen inches below the surface. No relics were obtained.

"This point of land seems to have been a permanent home, or at least a favorite camping ground of the Indians. Many tons of mussel shells and fish bones are scattered over the surface and in beds. One of these, on being dug into, proved to be three feet deep and consisted entirely of shells and bone. The surface in many places contains a large quantity of broken pottery, arrow-heads and fragments of implements.

BIRDSALL'S BAY.

"Finishing my work at Cameron's Point, and on information obtained from Mr. F. Birdsall, I went to a point of land forming the eastern side of Birdsall's Bay.

"Here were found traces of Indian and French occupation. Many fragments of pottery, pipes, and arrow-heads were found. The writer, while walking on a large sand-bar lying between the bay and a large swamp to the north, had the good fortune to find imbedded in the sand a huge boulder, on which a polished surface had been worn, no doubt, by the Indians, in sharpening or polishing their implements of peace and war. Near this stone was another, which on being unearthed proved to be a valuable specimen and an unusual type of mealing-stone, now in the provincial museum by the kind permission of Mr. Birdsall."

SUGAR ISLAND.

Some mounds on Sugar Island were next visited. This island lies a mile or so east of Mizang's Point, and near the mouth of Indian River. It is estimated to contain about a hundred acres. Near the west end, and on the southern slope, are several small mounds, indistinguishable from gravel knolls.

Having instructed Mr. Long to open these mounds, should the examination at Cameron's Point have been completed before my return, the work was well begun when I reached Sugar Island, but up to that time little had been met with to encourage the task, beyond a few skeletons, and a certainty that the mounds were of man's construction. The largest one (afterwards referred to by a newspaper man as the "Princess Mound"), was almost circular, thirty-eight feet in diameter, and four feet seven inches high.

A small mound about a hundred yards north-east of the Princess Mound had been partly examined the previous day, and in it were found a broken gorget, and remains connected with two intrusive burials. The gorget is apparently of the same material as the very beautiful one afterwards found in the Princess Mound. This mound was on the hillside, and so flat on the top that it presented no face towards the north, and resembled an almost circular step thirty-one feet long, and three feet ten inches high, with its convex side to the south. A further examination of this singular looking earthwork brought to light, near the east end, a skeleton half sitting, but leaning on its right side, with its head to the south-west, the arms being doubled up so that the chin rested on the hands. Round the wrists were a pair of copper-bead bracelets, the beads being exactly like those of the copper necklace in the Princess Mound, but somewhat smaller

in size. The verdigris from these had stained the lower jaw a bright green along the whole of the right side, which was undermost. If it be admissible to judge from the prominence of the glabella and the lowness of the supra-orbital ridges, and of the cheek bones, this is the skull of a woman. It possesses a large "Inca bone," and is remarkable also in having an extra bone at the frontal fontanelle. At the western end of the mound, and unconnected with any bones, was a small stone adze of a pale bluish-gray color, quite unlike any other specimen in our collection. With this exception and that of the beads found with the remains, nothing else came from this curiously-formed mound.

The body was resting in, rather than on, a bed of stiff clay and sand, evidently prepared for its reception, nearly four feet below the upper level. It is perhaps on account of this clay bed that most of the bones were well preserved, and as it did not extend more than a foot beyond the remains, and no higher than the thigh bone, the idea was suggested that the body had been thus supported in a sitting position until the mound was heaped over it, for there could scarcely be a doubt that it was as a monument to it that the mound was constructed. Although stones are plentiful all about, care was taken to keep them out of this work, only a few small ones having been allowed to mix with the earth.

The "Princess" mound was almost perfectly circular, measuring thirty-eight feet in diameter, and a little over four and a half feet high. It was similar in structure to the other, but stones, within a foot of the surface, were more numerous.

Seven comparatively recent burials had been made here—two on the south side, with a few stones around and over them, and five on the north-east side. In all these cases it was plain that the bodies were introduced. No relics were found associated with them. On nearing the centre of the mound, and three feet, four inches from the surface a skull was exposed, and, as this appeared to be that of the monument's rightful owner, great care was exercised in laying it, and all the bones connected with it, bare. The position corresponded in some degree with that of the skeleton in the more northerly structure, the body being half seated, and facing eastwards. The legs were drawn up behind, the heels being not more than ten or twelve inches from the hips. The hands were on the breast, about eight inches below the chin. Nearly half of this skeleton was in a fairly sound condition, but scarcely a single bone was perfect. The skull was secured in a tolerably good state of preservation, the under jaw especially so, which is unusual. Most of the lower teeth are in place, but all the upper ones are gone. No doubt the excellent condition of the lower jaw is owing to the oxyd it has absorbed from a triple string of copper beads about the neck, and which have imparted a rich green color also to the base of the skull.

Before attempting to remove the beads, attention was paid to their arrangement round the neck. On removing the earth it was seen that besides those of copper, there were two other necklaces of shell. Owing to the subsidence of the earth, and consequent displacement of the bones, there was some difficulty in ascertaining the arrangement.

but here and there small masses held together, from which it appeared that there were first, three strings of copper beads; under these, two of small ocean shells (*marginella conoidalis*), and still lower three strings of disc-beads, made from some larger shell, probably a bivalve. The numbers were respectively, three hundred and fifty, three hundred, and eight hundred and sixty-five, a total of fifteen hundred and fifteen beads.

Outside of the right arm and within three inches of the breast were a very perfect stone tablet, and a little beyond it, a copper axe, or heavy chisel, sharpened at both ends. These are fully described and figured elsewhere.

It can scarcely be doubted that the mound was constructed to entomb the body, of which we here had the remains; perhaps this interment was also that of a woman, judging from the appearance of the skull.

Lying at the base of the skull were the parts of what was some kind of receptacle, apparently made of bark, and containing hematite in powder. These fragments are now in the museum, and small quantities of the red coloring matter may yet be seen adhering to them. We may infer that the hematite was used as a dance or war paint.

HASTINGS.

On receipt of information from Mr. J. H. Scriver, editor of the "Hastings Star," I examined three mounds on the farm of Mr. John Preston, lot 6, concession 9, of the Township of Asphodel, a little more than a mile below Hastings, and on the left bank of the Trent. These, like



Fig. 4. Hastings Mound (looking across the Trent).

most of the other mounds in the district, are situated on high land, and close to the edge of a steep slope, which reaches the river some fifty or sixty feet below. It was the peculiar appearance of the largest one as seen from the river that first attracted Mr. Scriver's attention, and the result of the examination proved creditable to his judgment. Its dimensions were, eighty feet long, twenty-two feet across the base, and three and a half feet high from the level on the north side. The appearance of this mound was scarcely more inviting than that of the mounds on Cameron's Point. The irregular outline of its long crest, and the evidence that it had not long ago borne heavy timber, gave it an appearance of considerable age. With the consent of Mr. Preston, a trench was cut across this mound near the middle, which abundantly showed the artificial character of the work, although not a fragment of anything human in origin was found. Further examination, made by opening the mound lengthwise, through the centre, revealed one bed of charcoal a foot below the surface, and another six inches lower, measuring from the crown. At a depth of two feet, and a distance of eight from the west end, was a human skeleton lying on its right side, with the head eastwards, and below this, at intervals of a few inches

to the base of the mound were traces of fire. As the work proceeded in an easterly direction, numerous skeletons appeared in various positions, and all within two feet of the surface. Near the eastern end, and three feet below the crown of the mound, the earth was burnt over an area of about fifty square feet, and six or eight inches below this lay another skeleton, the skull of which has been preserved. Most of the other bones were decayed. No relics of any kind were found beside any of the remains, all of which, indeed, except the last mentioned, being apparently connected with intrusive burials.

In a small mound eighty feet farther east there were a few traces of human bones, all within a foot or a foot and a half of the surface, but in another one, sixty-five feet west, the conditions were quite unusual. This was an oval structure, nineteen feet from east to west, fifteen feet from north to south, and not more than two feet high. Near the middle, and only the depth of the shovel from the surface, we came upon burnt earth and charcoal, and about eight inches lower, or nearly eighteen from the surface, were charred, human leg and rib-bones, in a bed of ashes, the evidence appearing tolerably plain that the body had been burnt, but whether when alive, or after death, there was nothing to show. Below this, a bed of extremely hard clay, from four to six inches in thickness, extended from edge to edge of the mound. In many places this clay looked as if it had been hardened by heat, for it formed a mass so compact that it had to be removed with the pick, which brought it away in small, sharply angular masses. In the course of removing this layer there were exposed the bones of seventeen persons, some of them underlying others to a depth of four feet, or two feet below the outside level. There was no apparent arrangement in the placing of these, and the earth-heap seemed to be a combination of mound and ossuary.

In neither of the smaller mounds was there a particle of human workmanship apart from the construction of the mounds themselves, and the large one was almost equally barren, for with the exception of an arrow-head and a fragment of pottery, both found near the surface, the only object was an irregularly formed pendant-like object of fine sandstone, about two and a half inches long, and perforated at one end. See figure following.

In the search for mounds some time was lost owing to information that they were to be seen here and there at intervals of many miles, but when the places were reached the so-called mounds turned out to be either gravel knolls or *deep hollows* of natural formation! Two large, ossuary-looking pits were examined on the farm of Mr. James Miller—the same gentleman who owns the farm on which are the mounds, at the mouth of the Otonabee. These pits are situated on high lands near Lang, and although there are reports to the effect that skeletons have been dug from one of them, they appear rather, to be sink-holes. Reference to others of this kind will be made elsewhere.

Between Peterboro' and Lakefield, too, a cursory examination was made, but before anything can be said definitely regarding this district much more time would have to be devoted to the task. Probabilities, however, do not favor the existence of mounds here, for, if we may be guided by the situation of those already examined, we need look

for them only along the lake shore, and, perhaps, in the valley of the Otonabee. It is scarcely rash to venture this remark, for it is almost certain that had anything of the kind existed elsewhere, the discovery would have been made by farmers who undertook to plough down the elevations, and so far, no such information has come to hand.

Next season a further search should be made on both banks of the river, and on the south shore of Rice Lake, for, although there is no record pointing to their existence in either locality, it is worth while to be able to state the extent and limits of the territory with some degree of certainty.

GORE ISLAND EXCAVATION.

On an island north of Gore's Landing there was said to be a curiously constructed earthwork. Some declared that it was of Indian origin, while others with equal assurance stated that it was not.

Guided by Mr. Reginald Drayton, and accompanied by Mr. A. F. Hunter, it was found on reaching the spot, that the work in question consists of a rectangular excavation thirty-six by twenty-four feet in diameter, the bank along the sides of which was formed by the earth thrown out of the pit. The bank varies from nine to seventeen feet in breadth across the base, and stands a little more than three feet above the outside level, the depth of the hole being eight feet from the top of the bank. As everything connected with this excavation bore proof that it was done by some white man, the only reason for referring to it here is to correct the belief entertained by those who have attributed the work to Indians. Mr. Hunter and myself were afterwards assured, on what we thought good authority, that some whimsically disposed old settler once resolved to build himself a house on this spot, but the idea was for some reason abandoned after the cellar was dug.

OTHER ISLANDS IN RICE LAKE.

On account of numerous vague reports regarding the existence of mounds, and graves on the other islands in Rice Lake, I examined all those lying east of Hiawatha, (except Spook Island) and one between Hiawatha and Gore's Landing.

Margaret's Island* near the east end of the lake, and Ferguson's Island showed no evidences of mound-builders' work. On the latter what was supposed to be a mound proved to be a bank of natural formation. It is needless to say, however, that on these and all the other islands afterwards visited there were found traces of comparatively recent Indian occupation. Ferguson's Island is reputed to possess a large mound, but on reaching the spot it turned out to be a gravel ridge of natural deposition.

Farther west and near to the north shore are two islands known as Foley's—Upper and Lower. On the south side and near the east end of the upper island were several shallow pits from twenty to fifty feet

* "John McIntosh and his daughter Margaret perished, as was believed, by breaking through the ice, in attempting to cross [Rice Lake]. His body was found during the following spring in Foley's bay, and hers further down at a point of land since called Margaret's Island." Poole's History of Peterboro', p. 135, Peterboro', 1867.

This event, which has given rise to the name of the island, probably happened about 1820.

apart, three to four wide, and about a foot deep. These pits correspond exactly with others mentioned in former reports as existing on the hillside at Parry Sound, on the Wood and McCoomb farms in London Township, and in the township of Bexley, Victoria County. Some of a like appearance were seen this season near Coboconk, and are mentioned elsewhere in this report. Unless, as has been surmised, they were corn-caches, it is difficult to account for them.*

On the west side of Foley's Point (on the adjoining mainland) is an old village site which was thoroughly examined, but where nothing was found, but fragmentary pottery and flakes of flint.

All the islands in Rice Lake consist of boulder clay and gravel, as do also both shores of the lake, which, indeed, seems to be but a large glacial groove about twenty miles long, and from two to three and a half, or four miles wide, and perhaps in but few places as much as fifty feet in depth. Hundreds of acres of its surface are covered with wild rice, and it has thus been always a favorite resort for water-fowl. Fish, too, were formerly abundant, and no doubt deer and other large game were plentiful. As the Indians also used (and still use) the rice, it will be seen that all the conditions of primitive life in the neighborhood were extremely favorable. Add to this the fact that the lake formed an important link in one of the two great canoe routes between the upper lakes and the St. Lawrence, and more especially between the Huron country and Lake Ontario, and we have another reason for this having been a desirable Indian resort. That it was so during the historic period we know, but for how long anterior to this no one can say, for the construction of the mounds cannot be attributed to any people with whom Europeans have come into contact. It is not recorded that the Huron-Iroquois were mound-builders, and we must therefore regard the earthworks in question as the product of a people who preceded them. Indians they were, undoubtedly, but Indians of different tastes and habits from the Huron-Iroquois, as well as from any members of Algonkin stock met by the white man in this part of America. The mound-building custom is of itself almost sufficient proof to this effect, but when we consider that none of the mounds examined yielded a trace of pottery,† a flake of flint, or a pipe of any kind, we are warranted in concluding either that those who built the mounds did not use articles of these kinds, or, if they did, that they

* Hennepin, Lafitan, Loskiel, Morgan, and others refer to small pits not only as places of deposit for grain, but for cured venison and other meats. It is also stated that the holes were lined with bark only for corn, but when meat was placed in them they had an additional lining of skins.

Since the above went to press I have met with a passage in the "Diary of David Zeisberger, a Moravian Missionary among the Indians," which seems so clear, that no room remains for any longer doubting that such pits were what we have so long supposed them to be.

Zeisberger founded a mission at the place since known as Moravian Town on the Thames, in 1792, but the quotation dates when he was on the Clinton River, Michigan, July 23, 1782. "We found many traces that an Indian town must have stood on this place, for we saw many holes in the ground, which were now indeed filled up, but quite recognizable, in which the Indians have even now the custom of keeping their corn and other property. We could also see quite plainly the little hills where corn had been planted, but where now is a dense wood of trees, two to six feet in diameter," page 105, Vol. I., Cincinnati. Robert Clarke & Co., 1885.

† Fragments mentioned as having been found near the surface have no weight in this connection.

refrained from depositing them with the dead, and in either case there is a strongly marked distinction between them and their successors, who, although they did not invariably place offerings in graves, when they did do so, usually deposited objects the ghosts of which would prove advantageous to the human ghosts. If a similar post-obit economical idea actuated the minds of our Ontario mound-builders, the grave offerings would serve as a key to the disposition and habits of the people, and we might assume that they had no earthenware, did not smoke, were not remarkable as hunters, probably were fishermen, of comparatively settled domicile, fond of personal decoration, and inclined to be peaceful. In some of these conclusions we would probably be wrong.

If there be anything in the usually accepted belief that the purpose of placing objects in the grave was to supply spiritual needs, then the souls of our Ontario mound-builders were but poorly provided for,—a few simple appliances of horn and bone, a heavy copper tool of no use in warfare or in the chase, and a celt or two—all the rest being purely of a decorative or ornamental character, consisting of copper and shell beads, and gorgets of shell and stone! This in Western phraseology, was “a mighty poor outfit” to carry on business in the Beyond, and it seems more reasonable to regard the mortuary specimens rather in the light of tokens of respect by the living to the dead, or as having been placed with the bodies as their personal property during lifetime, and which it would be “unlawful” to retain, or for others to appropriate: just as it was supposed to be in the matter of personal names, which were forbidden by some even to be uttered after the death of the persons so designated.

However this may be, there is a difficulty in accepting the belief that all our aborigines were actuated by motives of convenience to the souls of the departed when articles were deposited in the graves. The testimony of ossuaries and single graves as well as of mounds is opposed to this view. Had this been a general superstition, the corresponding practice would have been equally general. We may easily understand the case of an individual, who, in the respect of his fellows, was “so poor that none would do him reverence,” but what is to be said regarding that of one over whose remains many days of toil were expended by scores, perhaps by hundreds of his people to construct an immense heap of earth, in which has not been placed a single effective weapon, or even a single ornament for his or her use or gratification in the spirit-land? And what of the great pits so laboriously dug to contain the bones of as many as a thousand persons, without an arrow-head, without a pipe, without a pot, or without a scrap of anything to cheer the forlorn ghosts? Surely with a belief said to have been so common, there could not have been such an extraordinary omission. The truth is that we are yet in the dark regarding the philosophy of aboriginal burials, and, perhaps will ever remain so. It would almost appear from what knowledge is now in our possession that objects were at first placed in the graves because they were owned by the persons buried, or as marks of respect in some cases by the mourners; that even this practice was not universal, or at least not invariable; and that as the people imbibed the idea of a Great Spirit and of a future life from their intercourse

with Europeans, so they elaborated the Happy Hunting Grounds, making them instinct with ghost-game life for the sustenance of departed braves in a similar condition of being, who would therefore require the shades of weapons and utensils to maintain an existence. Nor is such confusion of thought in simple minds to be wondered at. It is always difficult to disentangle the material from the spiritual, as even our own modes of thought and expression sufficiently testify when we speak of the "great white throne," "the wings of angels," "pearly gates," crowns and harps of gold, and the occupations of the blessed; and as the satisfying of hunger was always a prime consideration with the Indian, we are at no loss to perceive why he should associate the supply of food with supreme happiness. Still, time is required for the birth and development of such ideas. At first they would be adopted by individuals, families, clans and tribes, and perhaps in this order, but not by all at the same time, nor by some at any time, hence the divergences of practice we observe.

The examination of these mounds tended also to confirm a suspicion which has been held for some years regarding the origin of a class of stone relics found in Ontario, but not over plentifully. These are of the kind commonly called *Ceremonial*, and consist mainly of articles made from slate, including tubes, "gorgets," "amulets," and "banner stones," no reference to which was made by those Europeans who first met the Indians, or even by those who have subsequently had opportunities to observe the "noble savage" *at home*, during a period when it may be assumed that specimens of the kind in question would still be in use to some extent. The difficulty arises not from any lack of belief in the ability of the Indians, as then known, to produce these, but from how to account for the fact that the existence, and consequently the uses of such specimens, were entirely ignored by writers. They are among the most beautiful articles of stone work we find, and had they been in common use by the Indians of the sixteenth century, must have attracted the attention of the explorers and missionaries. The latter, more especially, would have referred to them had they been employed in the performance of any rites or ceremonies. That no notice of them occurs, the inference is that they had no place in the Indian economy of the time, and must, consequently, be referred to another and an earlier people. It is clear that those who heaped the mounds were an earlier people; it seems equally clear that they fabricated these objects, and although this brings us no nearer to the purposes for which they were made, it does account for the pervading silence relative to them, on the part of writers, who were quick to observe every novelty employed by the Red Man.

I am aware that this view of the case is not without objections. It may be urged for example, that the area over which such relics are found extends far beyond the limits of the mound country as known to us, but it must be admitted that while the mound-builders may have been comparatively stationary in their habits, they probably had to make long journeys in search of certain kinds of food, and to procure material for clothing, indeed, whatever may have been the custom to the south of us, there is scarcely any evidence of permanent abodes on the part of the Ontario Mound-Builders, near the mounds, which if

merely memorial in character, may have only been visited periodically by a people whose *habitats* were at considerable distances from the earthworks.

It may be objected too, that our knowledge of Ontario mounds is too scant, and that finding in them a few specimens of the kind mentioned is not sufficient to warrant us in attributing to the mound-men alone this branch of stone work. There is force here, but when it is remembered that all or nearly all the "ceremonial" objects hitherto found have been taken from the surface and not from association with human remains, it will be seen that, at any rate, there is nothing in the objection to favor the view that such relics are the work of Indians during the historic period, and if it be shown that they are not the work of the mound-men, we must look to a folk who were *their* predecessors. It is not denied that some of these beautiful slate relics were in the possession of recent people, who may have found them just as we do, and, finding them, would no doubt prize them highly; it is only here assumed that the Indians as known to history were not the Indians who produced them, and that to an earlier people we must look for the origin of "ceremonial" stones.

Several years ago, a peculiarly contorted enbankment or ridge was brought to the notice of Mr. A. F. Hunter, in the township of Innisfil, within a few miles of Barrie. The identification of the Otonabee Serpent mound revived in his mind the recollection of the Innisfil bank's appearance, and suggested the possibility that it was also an artificial earthwork intended to represent a snake of even huger proportions than the former.

I have twice visited this place, and on the occasion of my return, had trenches cut into the bank to lay bare its construction, but I am unable to state that the results were proof of artificiality. That the configuration of the ridge is most remarkable, must be admitted, and it is quite reasonable to suppose that to the Indians it was suggestive of an enormous snake—it is even not improbable that so regarding it they have here and there eked out the work of nature to complete the figure—indeed there are at least, two places that look very much like such work, but at no time did anything approaching genuine proof present itself to associate the ridge with human contrivance.

In the following pages a description of this very peculiar ridge, will be found from the pen of Mr. Hunter, who has given considerable time to the examination of it and adjacent banks of a similar kind.

EMBANKED HOLLOWS.

When at Mud Lake (a name given to a part of Chemong Lake), in search of reported mounds, Mr. Daniel Whetung, an intelligent Indian of the Chemong village, took me in his canoe to a place which is said to have been employed by the Ojibwas to conceal the women and children during the times of 'unpleasantness' that were so frequent, if not actually chronic, between these people and the Iroquois. The reputation of the latter among their old foes is not at all an enviable one, for the 'Mohawks,' as the Iroquois were frequently called,

are said to have been cannibals. They are credited with an especial fondness for children, whom they roasted, and it is affirmed that their practice also was to kill all the men and women, with one exception, from whom information was first gleaned respecting other Ojibwa camps, when he, or she, was also tomahawked. Mohawk itself is an enemy's nickname, meaning man-eater.

It is not at all likely that the Iroquois were pre-eminent in this respect, but the belief that they were, supplies the basis of numerous Ojibwa legends. Whetung headed his canoe for a point on the south shore, close to which is a small island, on which he said there was at one time "a sort of fortified place, like a big bank," no sign of which now remains. The island, or islet rather, is so small as to afford standing room only for two or three hundred men. Landing on the point, a short climb brought us to the highest ground, where, sure enough, we overlooked a large and deep hollow, and here were the women and children concealed, while battle was raging round "the fort" only a few yards off! Whetung himself regarded the story as an improbable one.

As several similar hollows were afterwards seen, it may be as well to state here that they are simply examples of subsidence, arising from percolation of water from the surface through a gravelly or sandy sub-soil, by means of which the loose material is carried off through such underground passages as the water finds and enlarges for itself; with the inevitable result that a depression is formed on the surface as the unsupported soil sinks.

A really marvellous example of this kind occurs at Kirkfield, Victoria County, on the line of the old portage between Simcoe and Balsam lakes. Here the subsidence has taken place in the middle of a hill some eighty or a hundred feet high,* and the result is what may be called a *crater* having a depth of at least forty feet, and the circumference of which cannot be less than a thousand feet, if I may trust wholly to memory.

At Sunderland, in the township of Brock, Ontario county, as I learned through the kindness of Mr. E Richardson, principal of the village school, there is a curious and instructive example of such a depression, or sinkage, rather, which has been utilised by the Indians for some purpose not yet understood by us. This hollow is on the farm of Mr. Jas. Tocher, lot 10 (S. $\frac{1}{2}$) concession 5. It is oval in outline, and is surrounded by a strong embankment, measuring one way two hundred and twenty feet, and the other one hundred and ten feet from outside to outside, the greatest depth within being about nine feet below the top of the bank, which averages from two to three feet above the outside level. As the shorter diameter of the hollow itself, from base to base of the bank is only fifty feet, it will be seen that the bank is here thirty feet wide at its foundation, and in a few places it is even more, in one place reaching forty-two feet.

An examination showed conclusively that the earth has been thrown up by hand, and was probably raised to a height of four or

* I have since heard indirectly that Mr. Schreiber, civil engineer on the Trent Valley Canal, estimates the height of this hill (approximately) at eighty feet.

five feet, if we may judge from its present width, for as Mr. Tocher states that the hollow is seldom without a good supply of water, to which cattle have resorted for forty or more years, considerable



Fig 5.—Tocher's Embanked Hollow, Sunderland.*

tramping has produced a very perceptible effect; this all the more so on account of the place being still "in bush," and thus affording shade. Natural solidification, however, must have done much to lower the original height long before the land was occupied.

As the place is seldom destitute of water now-a-days, the inference is that it formerly held more, a condition that does not add any force to the supposition of some that such hollows were used by the aborigines as dance-circles, or amphitheatres in a small way, unless this is an exceptional case, for it must be admitted that others similarly treated are quite dry at present, whatever they may have been formerly.

Adjoining this hollow is another of smaller dimensions, still in its natural condition, and here we find the explanation of the query that must strike every one who sees this embanked hollow—why was it made oval?

Where the loose or open nature of the subsoil is conducive to the passage of water, two or more underground channels may be so close that the consequent subsidences meet or run into one another, in which case it is easy to see that the result will be an ovate hollow (or that which is suggestive of one), near to, or in the middle of which is a bar, higher or lower, wider or narrower, in accordance with the

* From a photograph by M. Andrus, Lindsay, by the courtesy of Mr. Richardson, Teacher, Sunderland.

extent reached by the sinkage before the channels became clogged. The smaller hollow in the Tocher bush is an example of this kind, and it is necessary only to remove the bar to produce a pit similar in its proportions to those of its embanked neighbor. The inference is that to such conditions are due the form of the larger, enclosed hollow, whatever may have been the purpose for which the work was intended.

In a field adjoining the woods was found a beautiful turtle pipe, presented to us by Dr. James McDermott, of Sunderland. See figure following.

On the farm of Mr. Doble (lot 12, concession 5), adjoining the village, and within three-fourths of a mile of the Tocher earthwork, is an Indian village or camp-site, half an acre in extent, on going over which with Mr. Richardson we picked up several fragments of stone tools, and numerous bits of pottery.

In the township of Innisfil, Simcoe county, there are many examples of sinkage, and it is evident that work has been performed on some of them by throwing up a surrounding bank. A good example of this may be seen on the farm of Mr. H. Mayor, lot 22 (N. $\frac{1}{2}$), concession 12. The remains of the embankment are yet visible, notwithstanding repeated efforts to plough it down. As Mr. Mayor remembers this in his boyhood, the pit was about fifteen feet deep, measured from the top of the bank, which was itself five feet high.

In the same field are other depressions, but on none of these has any work been done. On another field belonging to Mr. Fennell, lot 21, concession 13, there is a well-marked example of an earthwork thrown up to encompass one of these pits, but as it and some others will be referred to in detail in Mr. Hunter's paper, nothing further need be said about them here, beyond stating that when in conversation with a well-digger, at Painswick, he informed me that on the south half of lots 19 and 20, concession 13, there are twelve such pits *in a row*, and all of them wide and deep. These, no doubt, overlie a fissure, through which drainage has removed the loose underground material. Questioning him as to the character of the strata he met in his employment, elicited the statement that at depths varying from five to fifteen feet are gravel and sand, which extend to a further depth of from fifteen to upwards of twenty feet, and sometimes as much as forty feet. This reply corresponded with what was anticipated, and the circumstances are mentioned here chiefly to correct wrong local impressions respecting the origin of the many hollows that exist in different parts of the province.*

In connection with the theory that embanked pits or hollows were used for dances or ceremonial purposes of any kind, "open to the public," I am not aware that any authenticated reference exists to this effect. Not long ago I had the pleasure of examining, with Miss Cornelia Horsford, of Cambridge, Massachusetts, two places in the neighborhood of that city. One of these is a circular hollow, the other forms a well-rounded sinus in the face of a low hill, but both are

*Mr. Henry Smith, of New Hamburg, wrote regarding a small, grave-like hollow of this kind. After being replied to respecting its probable character, he examined it, and discovered it to be as stated.

terraced within, as if to afford standing, or sitting room for spectators, an arrangement quite unlike any effected on our artificially treated depressions. In neither of the Massachusetts cases is there an outer embankment.

SMALL PITS OR CACHES.

Mention has been made, both in this and other reports, of the existence of small pits occurring in rows and groups, usually on some gentle slope. On Foley's Upper Island, in Rice Lake, we found a few of these, corresponding in every respect to others elsewhere, except that they were farther apart—from twenty to fifty feet, while the usual distance is from six to twelve or fifteen feet. On Foley's Island we carefully cleaned out three or four of these holes, removing all previously disturbed soil, and leaving, as nearly as possible, the original face of the excavation. This gave cavities from two to three feet deep, and about the same width, but in no instance was there a trace of anything to indicate the purpose for which they were originally dug. On the supposition that they were for storing corn, it would be almost useless to look for any traces of it, unless it had become carbonized by 'heating' or fermentation, if a sufficient quantity had been left; but whatever the holes were meant to hold, has been removed so completely as to leave no indication of what it was. Indeed, it is probably owing to removals that the pits are now observable.

On the farm of Mr. William Smith, lot 18, Gull River Range, Bexley Township, and within a short distance of Cobcoconk, there are said to have been at one time twenty-five or more of these pits, but as most of them lay within the area of a field that has been cultivated for some years, they have disappeared. In the adjoining field, however, there are still twelve of them in a row, eight to nine feet apart, of the usual depth—from ten inches to a foot, and about three feet across, at the surface. Some of these were opened, with the result as in other cases.

Some clearing having been done to cut a road allowance through a new section in Bexley Township, where Mr. G. E. Laidlaw and myself made an examination two or three years ago, the present condition of the ground affords an excellent opportunity to see the position of the numerous pits. On the occasion of another visit to the spot this season, we did not succeed in adding much to our knowledge, beyond being able to see the arrangement of the holes more clearly. Mr. Laidlaw has paid some attention to this ground, and his remarks concerning it will be found in another place.

VILLAGE SITES.

Besides the village or camp sites already mentioned as having been visited at Foley's Point; at the mouth of the Otonabee; near the Old Bay House; on other parts of the Rice Lake north shore; and in Bröck; some time was spent on an interesting spot in the township of Bexley, where Mr. G. E. Laidlaw and myself collected a number of good specimens. Clay discs were especially numerous, and fragments of pottery were plentiful.

Another place near Mud Turtle Lake in the Township of Somerville was examined but did not yield much. The same may be said regarding a spot on Corbett's Hill, Bexley, and of another on the farm of Mr. Angus McDonald, lot 45, concession 8, Eldon, near Kirkfield, although from the two places last named, large quantities of relics have been taken in recent years. The marks of occupation on McDonald's farm exist over an area of fully fifty acres.

OSSUARY IN BEVERLY

A son of Mr. Aaron Main (lot 8, concession 5, Beverly), when ploughing last summer, threw out some human bones. Mr. James Hay, teacher, and Mr. Main's sons proceeded to search, but had not done so thoroughly before information reached me. They found a layer of clay, three or four inches thick, above a large quantity of bones, and met with a few bear's teeth, and some fragments of pottery. The bones have been thrown into the pit promiscuously, and formed a deposit nearly two feet in thickness, below which, and resting on 'hardpan' clay, was a shell cup, made from the busycon, by removing the interior portions, and leaving only the outer wall.

On cleaning out this ossuary thoroughly, we found several skeletons still undisturbed, and placed along the bottom edge of the excavation. These were seemingly the bones of persons who had been buried *in the flesh*, as all the parts occupied their proper relative positions. Perhaps these represented the bodies of some who had died about the time the ossuary was dug to receive the bones of those who had died several years before. Nearly all were doubled up, and lying on their right sides. The occurrence was an unusual one in a burial place of this kind.

Some twenty or thirty skulls, most of them in a very imperfect condition, were taken from this place. Most of the good ones are now in the Museum, through the courtesy of Mr. Main, senior; Mr. J. Humphrey, Troy, and Mr. James Hay.

This ossuary was much smaller than others hitherto opened in the township, being only ten feet in diameter, and about two and a half feet in depth, measuring from the general level of the field, which has been under cultivation for eighty years.

Mr. David Main, eighty-two years of age, father of Mr. Aaron Main, says he remembers a ditch the Indians had made to connect a swale that then existed close by, with the neighboring creek. He also asserts that traces of Indian cultivation were numerous in the bush seventy-five years ago, in the shape of old corn-hills.

GRAVE IN SCARBORO.

On the farm of Mr. Jonathan Ashbridge, lot 26, concession B, close to the edge of the precipitous lake bank, here two hundred feet high, a grave was discovered in November. In it were the remains of five persons, four of whom had been buried close to each other, and one a short distance from these. The bones of the latter were found in the ground promiscuously, while those of the others were in natural order.

The single burial was probably that of one who had died long before the others, and whose remains were removed from their original resting-place to lie beside theirs. As some of the bones were not more than a foot below the surface, and none more than two and a half, or three feet, the burials were probably those of Mississaugas, and therefore of comparatively recent date. With the exception of one skull, all the bones were much decayed. Mr. Ashbridge has kindly presented the skull to the Museum.

GRAVES IN WHITCHURCH.

BY W. A. BRODIE.

The "Old Fort," is noted for its numerous burials and variety of Indian relics. It comprises an area of about thirty acres of the hilly country in the ridges of Whitchurch and is situated on lot 14, fifth and sixth concessions of the township of Whitchurch, county of York. The surface soil is of a sandy or gravelly nature, and the sub-soil is clay. It was originally covered with large pines, under the stumps of which are sometimes found graves and Indian relics.

At the southwestern portion of the "Fort" I noticed two hollows about six feet apart, and thinking they were graves, commenced digging. At the depth of about two feet I discovered a skull of a full-grown person, very thin and narrow, the facial portion and lower jaw being wanting. Close to the skull, and in a row running north and south, were found eleven somewhat oval-shaped stones. Tracing the grave westward I noticed many of the bones wanting, the ribs and large bones of the legs being best preserved. The position of the skeleton in the grave would indicate a sitting posture, the bones of the legs being about two feet deeper than the skull, which inclined to the east. This grave also contained a slate tablet and four small peculiarly shaped stones.

The other grave contained three skeletons; two were placed parallel with the former, but a few feet eastward. They were all in a sitting position the heads to the east as in the previous mentioned grave. Two of these skulls were those of adults, well preserved, but the lower jaws were wanting. The third skull was much smaller, and differing from the others, had the lower jaw well preserved. This grave contained two stone axes and three arrow-heads.

In August, 1893, about thirty yards westward, I discovered another grave about one foot deeper than the others. Above the skeleton were several large, flat stones. It was in a sitting posture like those already mentioned, with the head to the east. The lower jaw was wanting but the skeleton on the whole well preserved. This grave contained a clay pipe very rudely made, and a rough irregularly shaped stone.

Many relics are found over the surface of "The Fort," part of which is being tilled, and yearly exposes new evidences of the old occupation, such as fragments of pottery rudely designed, beads of stone, bone and shell, axes of various sizes, small arrow-heads, stone and clay pipes rudely constructed, awls, needles and bodkins.

BALD HEAD.

This is the extremity of a low sandy spit, which extends in a north-westerly direction, enclosing Weller's Bay, south of the old Carrying Place, between Lake Ontario proper, and the Bay of Quinte. A brief visit paid to this locality showed it to have been a much favored resort of the old-time inhabitants. Within the memory of many residents of the neighborhood, Weller's Bay was one of the best fishing grounds in Canadian fresh waters, and was equally famous for its water-fowl. Even at the present day there are numerous places not nearly so well off in either of these respects.

On the line of travel to and from Rice Lake by way of the Trent, to Indians from the south, Bald Head afforded a very convenient resting-place, before or after making the portage, and as such it was used by them until a comparatively recent date—the proof, if proof be necessary, being found in the mixed character of the material that may be picked up here and there on old camping-grounds along the shore.

For a good many years Mr. Chadd, the enthusiastic local archæologist, has set himself the task of collecting all the relics that are found in the neighborhood, both by means of his own examination and through the finds made by others. The whole of Prince Edward county presents a rich field for archæological work, and it is said that collectors within its limits are numerous, notwithstanding which the collection of Mr. Chadd is admitted to be the largest and best.

On account of the constant changes that take place on the surface of Bald Head owing to the shifting of the sand, it is impossible to select places for examination, otherwise than as these may come to light after a gale.

As this locality is frequently visited by those in search of relics, it is now difficult to procure much, but during the short time spent there in company with Mr. Chadd junior, a small number of shell and glass beads were picked up, the former being made from a small univalve brought from the Atlantic.

With the exception of these beads, the Provincial Museum contains absolutely nothing from the Prince Edward peninsula, nor do we know anything regarding its record of village sites, burial-places, or other localities connected with aboriginal occupation. For this reason it might prove instructive to hear from persons in the county who have given attention to matters of the kind, and it is needless to say that should there be some in possession of specimens they are willing to place in the Provincial Museum, donations will be most gratefully received.

Much of the success attending such work as we performed during the past season depends on the intelligence of the workmen. With one exception, all the men employed at various places were acutely observant, and manifested great interest in their work. In this connection, special recognition of services is due to Messrs. Roach, Kain, Weir and Londreville, of Keene, whose appreciation of details was highly commendable in connection with the examination of the mounds on the mainland and islands of Rice Lake.

NOTES ON SOME SPECIMENS.

FLINTS.

Flints are of such common occurrence, and have been so often described, that perhaps but little more remains to be said about them, still fantastic forms appear now and again, that let in a little light on the taste and habits of the old workers. In last report on page 54, some specialized forms and sizes were illustrated from among those in our cases, collected by Deh-ka-non-ra-neh, on the Six Nation Reserve, and accompanying cuts (figures 6, 7 and 8) show what some other flints look like from the same neighbourhood, collected by Mr. F. W. Waugh,



Fig. 6. (Full size.)



Fig. 7. (Full size.)

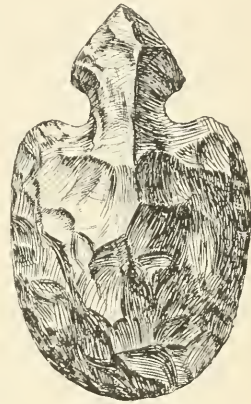


Fig. 8. (Full size.)

and presented to us with numerous other articles by that gentleman. Figures 6 and 7 are of convenient size for arrows, but their purpose may have been that of adornment about the person.

Figure 8 is very peculiar. Its symmetry when viewed edgewise, as well as sidewise is almost as perfect as one can imagine it possible to produce with such material. Both ends seem equally well adapted for use, whatever that use may have been.

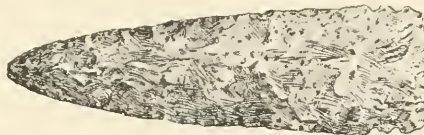


Fig. 9.

Before the tip of this specimen (figure 9) was broken, the tool must have been almost seven inches long. It bears a weathered appearance indicative of considerable age. Inserted in a short handle

it would have made an effective knife, and thus used, it may have made many cuts round the crowns of heads, although perhaps, shorter instruments like arrow-heads served such a purpose better. Flints of this size and larger, are commonly either leaf-shaped, or necked at the butt, but here are two very shallow notches on each side, and the base is brought to a thin edge. This specimen is part of the collection made by Mr. James Cairnduff in Harvey Township, and by him presented to the Museum.



Fig. 10. Full size.

The very peculiar flint figured by No. 10 is from Boone County, Kentucky, and may serve for comparison with serrated specimens found in Ontario. Not only has it been deeply and irregularly notched, but the flake (for such it is) from which it has been made, is so much curved, that when lying on a flat surface, concave side down, the middle is nearly a quarter of an inch higher than the ends. It will also be observed that in this case the notches have been made completely round the flint. We are indebted for this curious specimen to Dr. S. H. Collins, of Lawrenceburg, Indiana.

STONE AXE.



Fig. 11. $\frac{1}{2}$ diameter.

present possessors, who have to thank for it, Dr. S. H. Collins, of Lawrenceburg, Indiana.

Few objects in the Museum present more instructive features than does that here figured. It is an evidence of aboriginal ideas of adaptability. Except that a pretty deep groove has been pecked in it for handle attachment, it is simply a large pebble, and nothing more, but the eye of the savage was quick to perceive its capability as a cutting tool if he could only fasten a handle to it. While not as symmetrical as grooved axes generally are, here was a stone on which nature had done so much work that even a good cutting edge existed just where it ought to be, and this of itself meant a great saving of labor. Or the owner may have considered himself an extremely lucky fellow to own a tool or a weapon, so fashioned by the "spooks," if we may judge of his gratification by that of its

CLAY PIPES.

These two clay pipes represent two distinct "schools" of Indian art. The general square-like cross section of bowl and stem in figure 12, suggests that it is a modification of a well-known Huron type. The

Fig. 12. $\frac{1}{2}$ dia.Fig. 13. $\frac{1}{2}$ dia.

arrangement of the dots, too, along the margin and angles was a favorite one among the Hurons. Deep and roughly triangular depressions have been made that the eyes may stand out, and the latter are very rudely modelled. Although the nose is prominent it falls in towards the point, and the nostrils are marked on the upper lip rather than on the base of the nose itself. The lips, like the eyes, are coarsely made, and perhaps two slight depressions, behind but higher than the eyes, are meant for ears. The lug-like projections on the edge of the bowl are very unusual. What is left of the curve on the stem shows that the pipe-face looked towards the smoker, as was generally the case. This fine specimen was found in the township of Oro, and was presented to us by A. F. Hunter, M. A. of Barrie.

Figure 13, is of an advanced style. All the features are well moulded—the nose slightly aquiline, is most prominent at the tip, and the nostrils are neatly marked by means of two very small holes in the proper place. The chin is also well formed, and the general effect of the work is pleasing. This mask (from the middle of the eyes upwards) is higher than the body of the bowl behind. All the stem is gone, but the slight curve remaining on the back of the bowl shows that the stem was in the same direction as in figure 12. From Udora, Brock Township, Ontario County.

STONE PIPES.

That the turtle was held in such high estimation by Indians of the Huron-Iroquois stock, would warrant us in expecting to find numerous representations of the animal in those parts of the province that were occupied by these people, but the truth is that specimens of this kind are extremely rare. Until the present year the museum has contained but one turtle-shaped object of any description—a totem-like specimen—from the township of South Yarmouth, in the county of Elgin.

Dr. James McDermott, of Sunderland, township of Brock, and county of Ontario, placed us in possession of our first stone pipe carved to represent the animal in question. This pipe was found some fifteen years ago in a field, (Mr. John Baker's, lot 11, concession 5) within a few hundred yards of the earthwork elsewhere referred to on Mr. James Tocher's farm, and was given by the finder, to Dr. McDermott. It is made of a white or cream-colored limestone, and is nearly five inches in length, by three and three-eighths in breadth. The proportions are very good and the head is well formed. More labor has been

expended on the lower than on the upper side of the specimen, but the latter is evidently in an unfinished condition, as are some other portions of the body. Marks of the tool used in chipping the groove that surrounds the margin on this side may still be seen, and the groove itself seems to be only part of the work necessary to give the back its proper degree of curve, after which the whole surface would no doubt be rendered fully as smooth as a portion of the under side now is, and as it was customary to finish every stone-pipe. Another evidence of the incomplete state of this fine specimen is shown in the drillings that have been made into the body, before and behind each leg. It is plain that these borings have been done, just as any workman would do to-day, for the purpose of removing the bulk of the material between the upper and lower parts of the test, and, at the same time, to bring out more freely the form and attachment of the legs. The holes have been produced by two drills—first, one of three-sixteenths of an inch in diameter has been used to the depth of about a

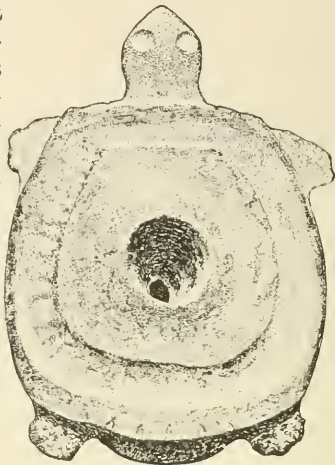


Fig. 14. $\frac{1}{2}$ dia.

quarter of an inch, followed by another fully twice that size, with which the small holes have been deeply countersunk. The eyes are represented by slight borings made apparently by the smaller of the two drills already mentioned. No attempt has been made to form a tail, and the condition of the feet adds color to the belief that the specimen has been left in an unfinished state, for while the toes are roughly indicated on two extremities, the other two are perfectly plain.

There is no evidence to warrant, us in placing Brock Township within the limits of the Huron nation, and yet it is not so far distant from what we call the "Huron country" as is the township of Manvers, where I examined some ossuaries last year. Pipes, however, seem to have found their way to and from widely separated portions of the continent.

Shortly after receiving the turtle stone pipe from Dr. McDermott, we were presented with another of the same type, by Inspector Jas. L. Hughes, of Toronto. Although the latter specimen has suffered some damage to its limbs, it presents features that are absent from the Brock pipe and certainly are intended to represent a different species of turtle. Mr. Hughes' specimen was found in the township of Darlington, county of Durham. It is made from soapstone, a material much more easily worked than limestone, a fact that may in some measure account for the superior manner in which its details are brought out.

Originally, what now represents the upper part of the test, would appear to have been almost circular and, as nearly as possible, three

inches in diameter—its present measurement from right to left—but three-eighths of an inch has been removed from the front edge of the

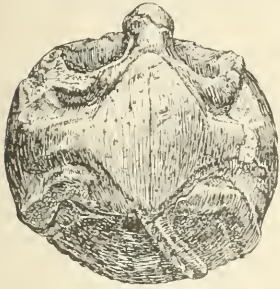


Fig. 15. $\frac{1}{2}$ dia.

test to show the protruding head, on which no eyes are represented. The upper side is quite smooth and almost black, presenting no features worthy of notice, but on the lower side much time and labour have been spent in an endeavor to produce life-like details. In both of our turtle pipes the stem-hole enters the bowl from behind, but as the workman in modelling the Hughes pipe has introduced a tail an inch in length, he has formed this appendage, turned artistically to one side, thus leaving the way clear for the insertion of a wooden stem. The maker, too, has aimed at giving the tail a natural appearance by means of a series of notches, but he has not succeeded in placing them on the right side.

When closely examined a faintly scribed line may be seen extending from neck to tail on the under side of the test. This line has no doubt been drawn by the workman to mark the middle of his material, and enable him to produce something symmetrical, which he has managed fairly well. The presence of such a line is suggestive of European 'laying out' rather than of such hap-hazard workmanship as we are prone to attribute to the Indian, and if found on stone pipes only, might tend to confirm this suspicion, for it is certain that in numerous instances these are the work of white men, but in at least one other case, viz., that of a woman's large, semi-circular, slate knife, a tool that no white man was likely to make, there may still be traced the line followed by the artificer in forming the curved edge of the blade.

Both turtle pipes are excellent specimens, and the donors are hereby specially thanked for their gifts.

A soapstone pipe that retains some marks of great former beauty was presented to us by Mr. J. A. McIntyre, lot 15, west half, concession A, Otonabee. Originally it has been a fine specimen of the platform or monitor pipe, but long usage, and perhaps, accident, have abridged the proportions of its base, and damaged the shape of its bowl. The stone is a very light gray, of fine texture and appears to have been made with considerable care.

COPPER.

Implements and ornaments of copper are of comparatively rare occurrence in Ontario, and it is not quite clear whether those found within the limits of the province were hammered into shape by their last owners, or procured in exchange, or by spoliation, from north-western sources. Rough blocks of the native metal, found at wide intervals, would lead us to favor the supposition that the work of the hammerman was performed here in some cases at least, but it is tolerably certain that many of the specimens turned up in Ontario have been procured one way or another from people whose country was in proximity to the native supply, and who, no doubt availed themselves of this advantage, commercially. For ornamental purposes

the chief use of copper was for beads and bracelets—so far, we have found nothing in this metal corresponding to tablets, pendants, pipes, tubes, or amulets of any kind—but the axes, chisels, knives, and spear-heads of copper were, in all probability, also more for ornament than use. As cutting tools they were inferior to a flake of flint, for it cannot be too often repeated that the popular notion attributing to the Indian, or, indeed to any one else, the art of tempering copper, is utterly without foundation.

The largest specimen of copper in the museum I procured from the "Princess Mound," on Sugar Island, last August. It was lying near the right side of the skeleton, a little lower than the onyx tablet



Fig. 16. Copper chisel or adze.

described in another place. This tool is ten inches long, an inch and five-eighths wide, seven-eighths of an inch thick, and weighs nearly three pounds and a quarter. One side is flat (where it is not slightly concave), and the other side is well rounded, and somewhat wider than the flat side. Both ends have been beaten to a cutting edge, and as a result of the process each is wider at the lip (one of them much more so) than the body of the implement immediately behind. Surface markings indicate that this tool was wrapped in skin, or fur, and not in a fabric, when buried.

The smaller end bears marks of usage, or perhaps the beating-out has not been completed, but the opposite extremity has a fairly good edge.

As a cutting tool the chief advantage possessed by one of this kind was its weight, as compared with its bulk, and to this may be added, the ease with which it might be sharpened, first by hammering, and subsequently by rubbing.

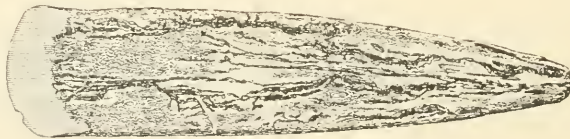


Fig. 17. Copper chisel.

Figure 17 however, represents an implement of copper that had not in its favor, the advantage of weight, for although it is six inches in length, and fully an inch and a quarter in width, it is little more than one fourth of an inch thick and weighs only nine ounces. This hand-

some chisel was found near Troy (lot 6, con. 2, Beverly Township) by Mr. J. Humphrey, and was kindly presented to the museum by Mrs. Humphrey.

The copper knife here figured has a strong resemblance to one described in a former report, from St. Joseph's Island, near Sault Ste. Marie. This one was received by Mr. G. E. Laidlaw from the finder,

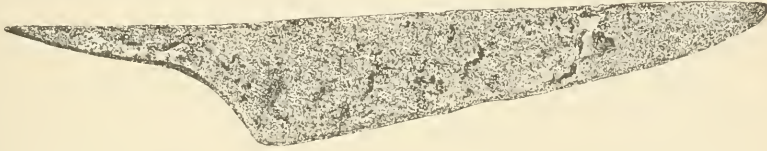


Fig. 18. Copper knife, $\frac{1}{2}$ dia.

who picked it up near Balsam Lake. Its resemblance to a white man's knife is so strong, that one is tempted to suspect that a European was not far away when it was made. It is very thin—less than an eighth of an inch in thickness—and both edges have been sharpened by grinding or rubbing. It bears every appearance of being made from native copper, and not from any worn-out, or disused vessel of this metal supplied by the whites.

BEADS.

The copper beads found on Sugar Island are of two kinds—one, similar to those already in our cases from Wolfe Island at the eastern extremity of Lake Ontario; and the other like some from Tidd's Island, opposite Gananoque. Of the latter, which are merely thin bits of metal formed into small tubes from half an inch to an inch long, and a quarter of an inch in diameter, we found only four in the "Princess Mound." Some patches of verdigris showed where there had been a few others. Of the former kind there are upwards of five hundred, averaging three-eighths of an inch in diameter (measured across the hole) and a fourth of an inch in thickness. The edges are rounded. A heavy coating of verdigris prevents us from seeing how the beads were made, but the irregular outline of the holes is sufficient to prove that the material had neither been punched nor drilled, and a very little thought serves to prove how impossible either operation must have been to the old-time workman. A tapering punch driven through one of the beads shows that they are formed of pieces about an inch and a half long, the ends of which were beaten to a thin edge, so that when the metal was bent and the ends made to pass each other, a good splice was the result.

The skill and labor involved in the manipulation of the copper with stone tools, are enough to awaken our wonder, when we consider the number of beads required to make a necklace—in this case upwards of five hundred as already mentioned.

A smaller number found in an adjoining mound were somewhat less in size, but equally well formed,

SHELL GORGET.

Large shell articles of any kind are not among the common finds in Ontario, and although the museum contains a few specimens of round and pear-shaped shell 'gorgets' no sign of engraving appears on any of them. So far as known, no rattlesnake patterns similar to the complicated and highly conventionalized designs found on such objects in some of the southern states, have been discovered in Ontario.

The specimen here figured, I took from a mound on the farm of Mr. James Miller, Otonabee Township, within a few hundred yards of the mouth of the Otonabee River.

It is part of a busyeon or some other large shell, and measures nearly eight inches in length by four in breadth. In a rough way, it seems to represent a turtle, the hinder portion of which has been broken off. The incised lines are sharply cut, but the execution is so rough as to show us that no drawing had been made to guide the hand of the graver.

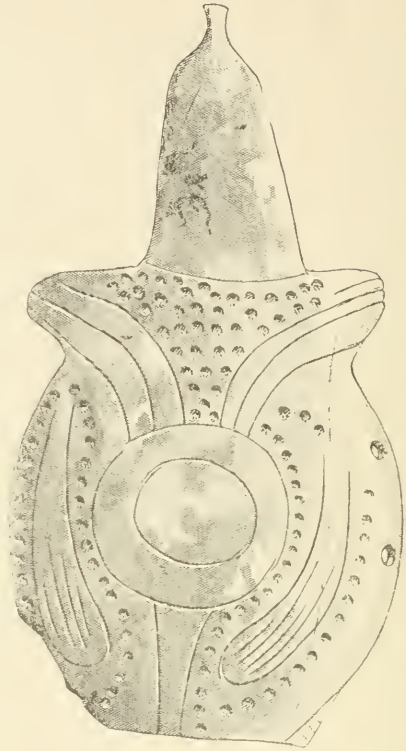


Fig. 19. Engraved shell, $\frac{1}{2}$ diameter.

Perhaps the most instructive lesson deducible from this specimen is to be found in the central part of the design, where we find that the workman has *not* employed any kind of dividers to mark what he intended to be circles. The work has been hurriedly performed—perhaps on purpose to place as an offering with the body buried in this mound—for not only are the lines unsymmetrical in their arrangement, but on the right side it will be noticed that one of the rows of shallow holes has been left incomplete. Several tons of earth were carefully sifted in vain, to find what appeared to be the missing hinder part of the specimen. The conclusion, however, was at last reached that the portion figured was all that had been buried; probably all that ever had been made; that it had been made simply to deposit in the mound, and this supposition receives support from the fact that the suspension holes on the right-hand edge of the body show no signs of the slightest wear.

STONE TABLET.

Among the relics found in what has been called the "Princess Mound," on Sugar Island, is a tablet (Fig. 20) of not uncommon shape, but of rare material in this part of the world. It lay near the breast of the skeleton, about the neck of which were found the copper and

shell beads elsewhere referred to. In size, shape, and arrangement of holes, this tablet is almost exactly a counterpart of one presented to the museum some years ago, by Squire McDonnell, of Lindsay, but the material resembles what is known commercially as Mexican onyx—a

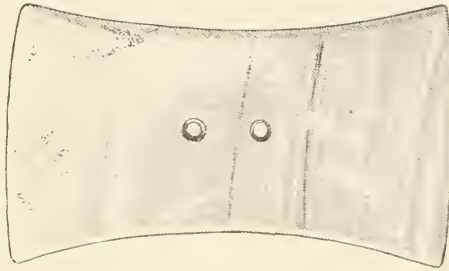


Fig. 20. Onyx Tablet.

calcareous stone, richly veined with delicate colors. Long contact with the soil has destroyed the brilliancy of the tints in this specimen, but the veining is still distinct, and some light pink and purple hues may yet be seen. Although more than a fourth of an inch in thickness at the middle, the stone is translucent.

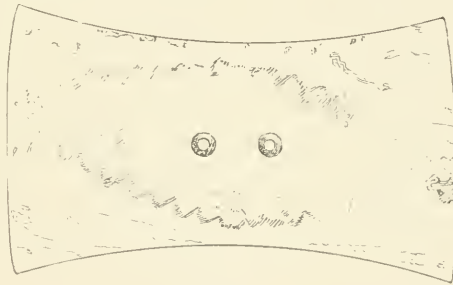


Fig. 21.

One of the sides—that which lay next the body—is almost wholly destitute of color, and is, moreover, considerably corroded. What renders the latter circumstance to be specially regretted is that there are still traceable the remains of an oval pattern bearing a zig-zag, or a crenated outline, enclosing the central holes, as may be seen from the engraving (fig. 21.)

PRESTON PENDANT.

The pendant-like object here shown (Fig. 22), is quite unlike any thing else in our possession. It is of fine sand stone, $2\frac{5}{8}$ inches long, and not more than a fourth of an inch in thickness. Since the hole was drilled, slots have been cut on one edge of it, like those connected with the eye of a common sewing needle. On the side of the specimen not shown here, the slot is less than half the size of the one seen. The opposite end of the specimen is shouldered to half its thickness, but this is apparently the result of an accident rather than of design. The work of rubbing this object into shape is well done.



Fig. 22. $\frac{1}{2}$ di.

TRIANGULAR, BLUE GLASS BEAD.

Insignificant looking as is an object whose size is little more than half an inch, and its shape an equilateral triangle, it is not without causes of 'wonderment.' The fact that it is of blue, mottled glass is singular, when it is considered that the Lake Rideau shores (where it was found), have hitherto yielded scarcely a trace of European contact or influence, but such things often travelled a long way in advance of the white man. Still, it is only the material that is of European character—the workmanship is Indian, as may be seen from the hole, which appears to have been picked out (not drilled) with some small and hard silicious point, unless we suppose the shaping of the glass fragment to be wholly the work of some white hunter or trapper, provided with a poor supply of tools. Dr. T. W. Beeman found this odd little ornament at Plum Point, Rideau Lake, Lanark county.

BIRD AMULETS.

The bird amulets illustrated by Figs. 23 and 24 are a desirable addition to our collection.

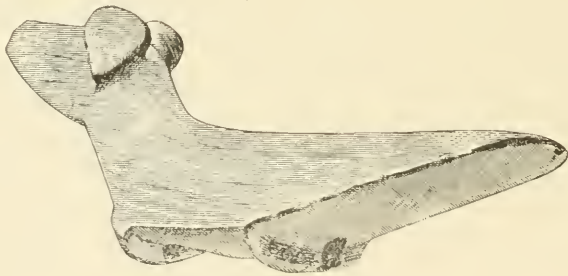


Fig. 23. Five-eighths diameter.

Fig. 23 is a picture of one found near Thedford, Lambton County, a point farther west than is represented by any other similar specimen. It is of brown slate, and has two cross-bars on the base, through each of which a hole is bored. This very good amulet was presented by Mr. Alfred Willson, Toronto.

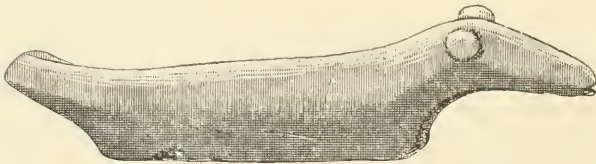


Fig. 24. Half diameter.

Fig. 24 is from the Quinn Farm, Dufferin Street, near Toronto, and was found by Mr. G. Carter, from whom it was procured by Dr. Rear. It is of very elegant form, and is slightly notched along the upper edge from the nose to the tail.

Figure 25 shows a somewhat simple and uncommon form, almost midway between the straight bar-amulet and the highly finished bird-amulet. The head is little more than suggested, and the tail has not



Fig. 25. Half diameter.

had much work expended on it. This is a cast of a specimen found in North Easthope Township, and was presented by Mr. Henry Smith, of New Hamburg.

SMALL STONE CARVING.

The grotesque little bit of carving in light grey soapstone, illustrated by figure 26, was found by Mr. W. A. Brodie, at the well known "Old Fort" in the township of Whitchurch. Whether it ever had another arm is doubtful. If it had, some one, other than the maker, has jocularly imitated amputation at the shoulder, unless we conclude that it was so made at first to represent a one-armed man. The stump of the broken leg has also been 'doctored' a little. The figure may have had some value as a fetish, but none as an idol, for the Indians recognized none.



Fig. 26.
Full size.

BONE.

The very handsome and quite unique bone scoop or gouge figured here was found by Mr. Albert Monkman, on the farm of Mr. William Roadhouse, lot 22, concession 9, Albion Township, County of Peel. It is fashioned from the lower fore-leg bone of a deer probably, and the

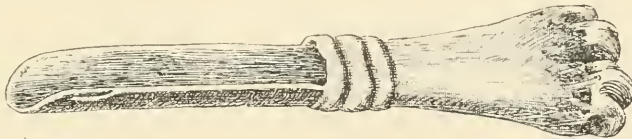


Fig. 27. Bone gouge. Three-quarters diameter

workmanship is of such a character as to suggest at least, the use of white man's tools. Even the shape is in advance of the purely Indian, according to our notions of what belongs to Indian art. The triple

collar, near the middle, is almost exceptional. On a considerably larger bone, found in the township of York, we have a similar attempt at ornamentation, but the work is not nearly so well done as in the Monkman specimen. Much labor has been expended on the latter in reducing the size of the bone below the joint, so that the working end of the tool might be thin. Some work, too, has been done in smoothing the hollow, but the workman's good taste is shown by leaving untouched the beautiful natural configuration of the joint.

Mr. George Monkman, of Barrie, has kindly placed this specimen with us on deposit.

It is difficult to guess the purpose served by an object like figure 28. The hole extends from end to end, and is roughly oval rather than quadrangular—the form of the outside. It was found on a village site in Brant County by Mr. F. W. Waugh, teacher, a highly observant and enthusiastic student of Canadian archaeology, to whom we are indebted for numerous specimens.

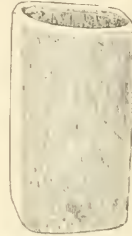


Fig. 28. Half diam.

The bone case represented by figures 29 and 30, is in some respects the most remarkable specimen of this material in the museum. It is, without doubt, made from a large rib—its greatest width is a little over two inches—and has been carefully hollowed to within about half an inch of the smaller end, leaving a wall less than an eighth of an inch in thickness. It is, however, to the working of the simple pattern, that perhaps most interest attaches. The design consists chiefly of double rows of triangular, or, rather, hawk-bill markings, for they are nearly

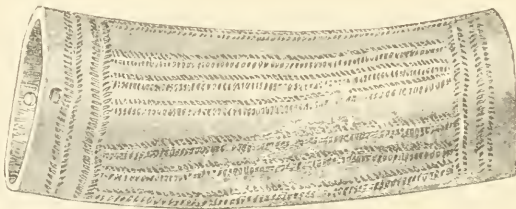


Fig. 29. Bone case. Half diameter.

all convex on one side and concave on the other, while the bases (facing each other on the two rows) are nearly straight. On a close scrutiny of this pattern one cannot fail to be struck with its extremely regular irregularity, for, although in only one instance does a line follow almost truly the curve of the bone, yet the markings that form the opposite rows do not vary in distance from each other by a hair's breadth, the result being that there appears to run between the rows a rib of not more than one millimetre in uniform width, as if a gauge of some kind had been employed to guide the tool by means of which the pattern was made. This is especially so on the concave edge,

where the rows of markings, extending from end to end of the specimen, seem to have been made at three different times, or during three attempts, for here there are two breaks in the continuity of the rows.

The presence of holes would lead us to infer that this case was carried on the person, and for other reasons we conclude similarly, for while the flat side is worn so smooth that some of the pattern has almost

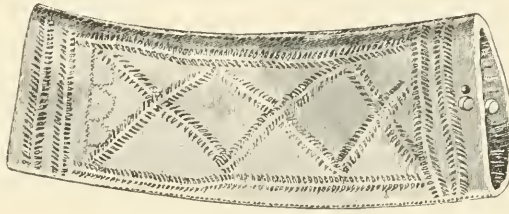


Fig. 30. Bone case. Half diameter.

disappeared; on the opposite and rounded side its lines are quite sharp, except at the top and bottom. This extremely rare bone specimen was found in 1872, on lot 35, Lake Road, west concession (Port Franks), Bosanquet, by Mr. Alfred Willson, C. E., who has kindly presented it to us.



Fig. 31. Half diameter.



Fig. 32. Half diameter.

Figures 31 and 32 were probably used as fish-spears. It is said that, as a weapon, the spear was unknown to Indians. From the large mound on Miller's farm.

The arrow-like specimen shown by figure 33 was most likely a scraper or knife. What are called 'women's knives,' of slate, are, in most instances, of this form. The specimen represented by figure 33 is the only one in the museum. This specimen is from the mound mentioned elsewhere, as being situated a little to the east of the farm-house on the Miller farm, near

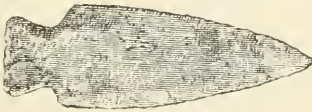


Fig. 33. Half diameter.
the mouth of the Otonabee.

IROQUOIS DANCE-MASK.

Hideous-looking masks, representing man and beast, were worn during the performance of the numerous dances indulged in by the pagan Indians, of whom there are still some hundreds on the Ohswekin Reserve in Brant County. The mask here figured is not a very old one, as it is evidently indebted to steel cutting-tools for its shape,

although of purely Indian art. It is made of pine, deeply hollowed to fit over the face, and is supplied with strings to fasten it round the head. Horse hair is the material of the wig. Miss E. Pauline Johnson,



Fig. 31. Iroquois Dance Mask.

the Iroquois poetess and elocutionist, from whom this mask was procured, writes that it was the property of Chief Crow, a celebrated Onondaga, now dead.

. CRANIA.

Both of the skulls illustrated here are from Rice Lake mounds, and both are characterized by the presence of the Inca bone, but the

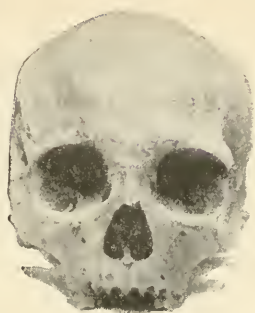


Fig. 35.

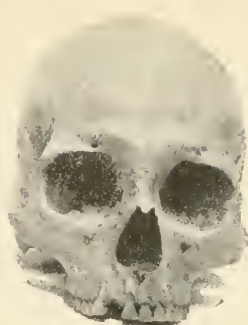


Fig. 39.



Fig. 36.

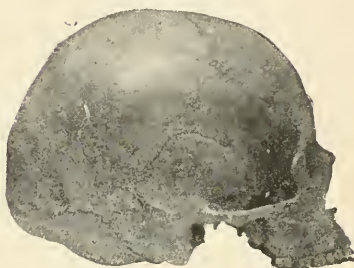


Fig. 40.



Fig. 37.

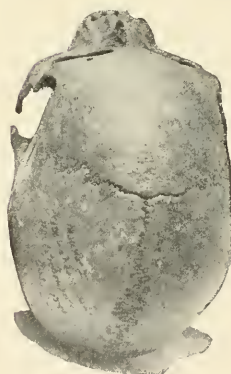


Fig. 41.

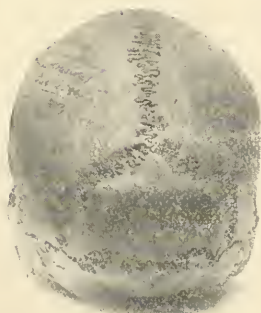


Fig. 38.

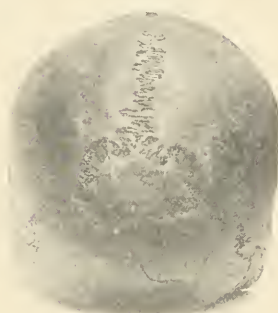


Fig. 42.

one shown by figures 39 to 42 belongs to an intrusive burial, while figures 35 to 38 represent the skull of a mound-maker, if we may judge from the former having been taken from mound D on Mizang's Point, at a depth of little more than a foot from the surface, while the other was found resting at the very base of the mound on Sugar Island, as described on pp. 33-34. Besides the peculiarity referred to, a comparison of the skulls will show numerous marked differences, of interest to the craniologist.

I think I have read somewhere that the percentage of skulls so marked in Europe is highest among those of criminals. There is no apparent reason why the presence of additional sutures should be productive of any effect on the brain, but if it be true that there is such a connection, the inference is warrantable that Indians so marked may have been men who were distinguished among their fellows for deeds of daring—hence, chiefship; for what civilization denounces as vicious, or declares illegal, is usually regarded in simple conditions of society as highly meritorious, or as exhibiting the very perfection of manhood.

THE SCOTTISH PLIGHTING STONE.

One of the rarest archæological objects that has ever found its way from the old to the new world, is the Plighting Stone, or Plichting Stane o' Lairg. Mere rarity, or curiosity, however, is in itself no reason why any space should be allotted to an article in such a collection as ours, but this Stane o' Lairg possesses much that is of instructive and educative value, apart from the fact that it is probably unique in America.

All that is known of it may be told in a few words. Until a comparatively recent date, it was built into a wall connected with the old parish kirk of Lairg, Sutherlandshire. In this position it was known far and wide as a medium, one might almost say, as a sacred medium, for the making of bargains, the pledging of faith, and the plighting of troth. By grasping hands through this stone, the parties to an agreement of any kind bound themselves with the inviolability of a most solemn oath. Did the 'theeker' or thatcher promise to cover the roof of a cottage before Yule, giving his labor in exchange for a ewe, or for two 'gimmers,' here was the final agreement made. If a crofter, or wee farmer, desired to 'niffer' a 'stot' with his neighbor for a 'quey,' the bargain was consummated through this stone. In olden times it was to the spot occupied by it that the laird summoned his retainers that a compact might be made to capture all and sundry the 'nowt' of some objectionable chieftain of another clan. Still farther back, the stone has borne witness to many a terribly vengeful oath implying the slaughter of whole families, retribution on the Sassenach, and death to the Danes. Its aid may have been sought in the working of many a spell; it may have seen the performance of numerous incanta-

tions, for Sutherland, no doubt, had its full share of witches and warlocks; and the aged person, gifted with second-sight, may have resorted thither to add emphasis to his prediction of coming woes.

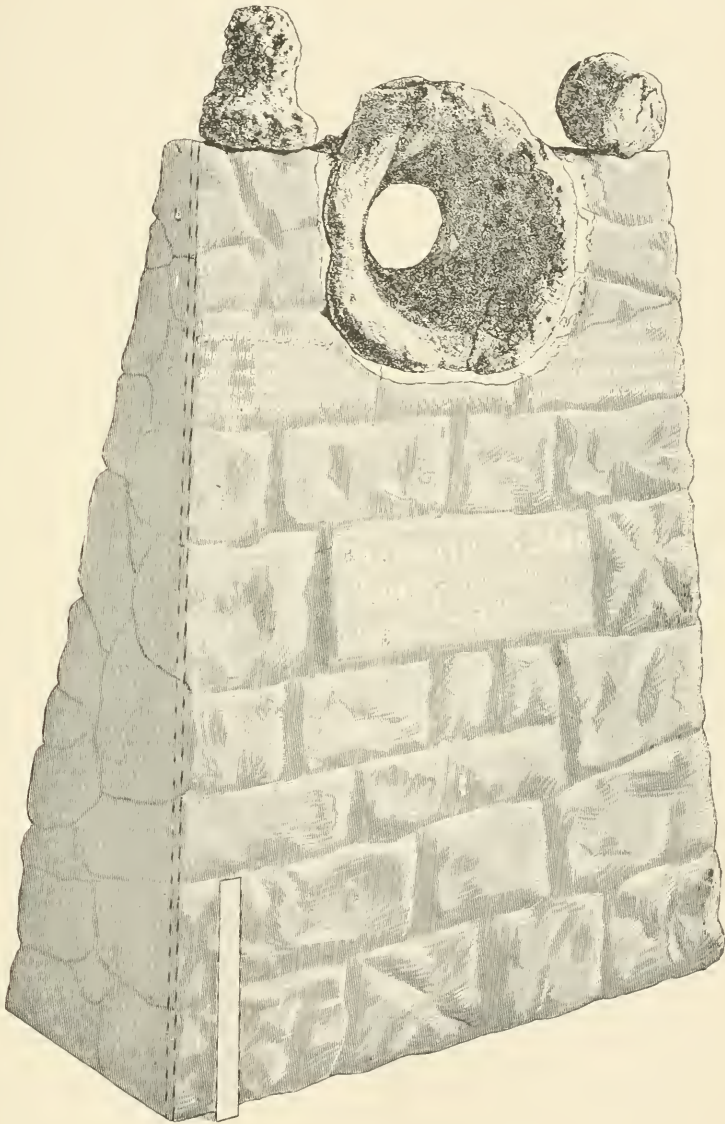


Fig. 43. Plighting Stone mounted in an imitation wall.

But above and beyond all, the Plighting Stone was resorted to by lads and lasses from time immemorial for match-making and matrimonial purposes.

Scottish marriage ceremonies are not necessarily either tedious or intricate, and the clasping of hands through the plighting-stone, in the presence of witnesses, enabled lovers to effect their purpose in an exceedingly simple and inexpensive manner, for surely it was quite 'logical' that if the original troth-plighting by this means was inviolable, the concluding ceremony should be equally so.

Modern manners have probably tended to lessen respect for what was formerly regarded the sanctity of a plighting stone pledge; but however this may be, ecclesiastical authority did not encourage use and wont in this respect. When, therefore, the walls of the kirk were demolished some years ago, to make way for improvements, the ancient plighting-stone fell from grace as well as from its position in the structure; if, indeed, the former event had not taken place long before. Fortunately the stone was preserved, and kept for many years in the family of Miss Mary Buchanan, by whom, through Mr. Hugh Nichol, of Stratford, it was very generously presented to the Ontario Archæological Museum.

A few other plighting-stones have been known to exist in different parts of Scotland, but all of them have, it is thought, found their way to national and university museums in England as well as Scotland. It is said that for several years the authorities of a celebrated English university endeavored to secure possession of the Stane o' Lairg, and we may be allowed to express the selfish gratification that it has come to us all the way across the Atlantic, rather than to them. Its ancient fame has here become to some extent revived, and not a few young couples have made use of it in old time orthodox fashion!

For the origin of the 'freits,' or superstitions connected with objects of this kind, we shall probably have to go back to the time when they were something to be worshipped; when

"The heathen in his blindness
Bowed down to wood and stone,"

for scarcely anything is more certain than that in every part of the world the worship of stones has existed.

"In Western Europe," says Sir John Lubbock, "during the middle ages, we meet with several denunciations of stone-worship, proving its deep hold on the people. Thus 'the worship' of stones was condemned by Theodoric, Archbishop of Canterbury, in the seventh century, and is among the acts of heathenism forbidden by King Edgar in the tenth, and by Cnut in the eleventh century. In a council held at Tours, in A.D. 567, priests were admonished to shut the doors of their churches against all persons worshipping upright stones, and Mahé states that a manuscript record of the proceedings of a council held at Nantes, in the seventh century, makes mention of the stone worship of the Armoricans.

"In Ireland, in the fifth century, King Laoghaire worshipped a stone pillar called Crom-Cruach, which was overthrown by St. Patrick. Another stone at Clogher was worshipped by the Irish under the name of Kermend-Kelstack. There was a sacred stone in Jura round which the people used to move 'deasil,' *i.e.*, sunwise. In some of the Hebrides the people attributed oracular power to a large, black stone.

In the island of Skye, in every district there is to be met with a rude stone consecrated to Gruagach or Apollo. The Rev. Mr. McQueen, of Skye, says that in almost every village the sun, called Grugach, or the Fair-haired, is represented by a rude stone, and he further states that libations of milk were poured on the gruaich stones."

It is true that in most instances of this kind the stones were upright, while our plighting-stone has more of a basin form when lying on either of its flat sides, the hollow, however, being much deeper on one side than on the other. It may have been on, or into some stone of this kind that Mr. McQueen says 'libations of milk were poured.' Be this as it may, it is as already mentioned, probably to some act of worship applied to a stone that we must look for the secondary, or more distantly removed uses of such stones as that of Lairg, which certainly looks as if it had once been a basin, the shallower hollow being suggestive of part of the afterthought which led to the forming of the perforation. Or, it may be that the hole is mainly of natural formation, and this of itself would be sufficient to have made it an object of peculiar regard; indeed, such an occurrence would have proved sufficient for its being set apart as a gruaich. "It's a far cry to Loch Awe," but yet in this connection one cannot help remembering that in the Mahometan Kaaba there was a sacred, black stone, and that Jacob anointed the stone on which he rested at Bethel, not to mention the numerous instances of stone worship that may still be found in America, and other parts of the world.

THE RICE LAKE AND INNISFIL MOUNDS.

BY A. F. HUNTER, M. A.

Having read with interest the announcement of Mr. Boyle's identification of the Serpent Mound at Mizang's Point in Otonabee Township, I visited this remarkable object on September 3rd. A brief inspection was sufficient to convince me that his identification was the true one. Its artificial origin is quite obvious, because the surface of the ground in the neighbourhood is regular and undisturbed by any glacial agencies. Some question might arise as to whether the zig-zag stretches, which are equal in length, were intended by the builders as the convolutions of a serpent, or were the result of accumulations of burials. This question was soon answered satisfactorily. (1) The head is broadened and the tail is narrowed and ends in a point; (2) the entire mound is easily seen to be homogeneous, having been all made at one time and therefore not the growth of burials made at different times. So that every feature points to the conclusion that a serpent was the design intended to be formed. Fortunately the mound is in a remarkably good state of preservation, and its chief features may be recognized without difficulty.

The serpent appears to have been quite a common idea among mound-building Indians. They often made use of the design in their ornaments, and there are several well-known serpent effigy mounds.

The tradition, among the modern Algonkins at Rice Lake, of a large serpent swallowing some of the former people there is well worth considering in this connection.* Leaving out of view the intrusive burials, it is not unlikely that the burials in the serpent's head were of those punished for disobedience or crime of some kind. Among the Lake Simcoe Indians the form the tradition takes implies punishment. They regard it as a bad end, and to be buried as if being swallowed by a "fiery serpent" certainly could be no honor. "Fiery" is one of the epithets almost inseparable from the serpent in all the legends relating to that animal, and there appears abundant evidence of fire having been used in the burials within the Otonabee serpent. In the story of the fiery serpents destroyiag Laokoön and his two sons we have the eastern form of the same legend.

On the other hand, fire may have been kept burning for some time after the interment as on other burial mounds, instances of which occur even beside the serpent. Some of the Algonkin tribes of the north shore of Georgian Bay followed the practice until recently of keeping up a fire on the grave of a deceased relative for four successive nights after burial. Stones have also been used by modern Algonkins in the construction of graves, just as in this serpent.

Whatever may be the import of these features, the great value of identification of the Rice Lake Serpent Mound to science cannot be over-estimated. So far as the archæology of Ontario is concerned, it opens a new field. Hitherto, the identified earthworks of this Province have been only fortifications, and burial mounds of the ordinary tumulus form which exist in a few places along the lake-shores and rivers. But the Otonabee Serpent establishes the fact that other forms were attempted. And the experience of the remaining weeks of the season proved the usefulness of this knowledge.

It should be added that one of the adjoining burial mounds is placed in front of the Serpent so as to have the appearance of an egg—the usual accompaniment of the serpent in aboriginal representations of that animal. In my remarks on the Innisfil Serpent Effigy following this, I have made some observations on the significance if the egg in connection with the serpent.

The relics of the people who built these mounds present many unique features, especially the Inca bone or divided occipital, found in one of the adjoining burial mounds.

At Cameron's Point in Asphodel Township where the Trent River issues from Rice Lake, is another interesting group of burial mounds. Unfortunately, however, Rice Lake has partly destroyed one of these, so that its original appearance is lost. Mr. W. G. Long had been examining these for a few days previous to my visit to the district. Without having seen the Otonabee Serpent Mound, he suggested that the one partly eaten by the lake had been another serpent mound, and that the part destroyed had been one of the convolutions, as the inner edge is still remaining. After a brief inspection of it on September 4th I concluded that Mr. Long's explanation might be the true one.

* See preceding page where this statement is corrected.

Its length is 138 feet. Some of the considerations that suggest this interpretation of the mound are:—

(1) The burials are situated in it just as in the Otonabee Serpent Mound, viz., in, (a) the head or expanded end of each, and (b) another expansion toward the tail or small end, which, however, had probably been intrusive in both cases.

(2) This expansion whether intrusive or not, is similarly situated in both.

(3) The general direction of both mounds is east and west, the heads being the easterly ends.

(4) Both face other oval burial mounds at the east of them, suggesting the idea of eggs.

Some acres of ground just east of these Asphodel mounds were thickly bestrewn with fragments of mussel shells, the soil having also been blackened by camp fires.

To one feature that I observed in connection with all the Rice Lake mound groups, attention ought to be specially directed, viz., that they are at the important points on the watercourses. This is also a feature of the more important groups in Ohio, which are at the forks of the large rivers. The group at Cameron's Point, in Asphodel Township is at the point where the River Trent issues from Rice Lake; the group at Mizang's Point, in Otonabee Township is where the Indian River enters the lake; while at the entrance of the Otonabee River into the lake there is another interesting group.

With regard to this latter an important question arises. G Copway, in his "Traditional History of the Ojibway Nation" (page 87, etc.), describes a war between the Ojibways and the Iroquois, and among other battles, mentions a bloody one between them at the mouth of the Otonabee River, i.e. where this mound group is situated. Copway adds that this battle, as well the others during the war, took place within the six years preceding the founding of Fort Cataraqui, (1672), but no record of it exists in the Canadian Archives, which are very complete. It is doubtful whether this tradition of a war is well founded in fact. I am inclined to think it was an afterthought suggested by the burial mounds at the place. The mounds at Burlington Beach also suggested a conflict, and the same is true of every bone-pit or communal grave of any kind from Montreal to Detroit, none of which could be understood by the modern Algonkins as burials made in times of peace. The war tradition itself probably had its origin in the Iroquois' attacks upon the Hurons, the latter having sought shelter among the Algonkins and become incorporated with them.

To the question who were the builders of these Rice Lake mounds, I can give no satisfactory answer. The only aboriginal occupants of this province in historic times have been the Huron and Algonkin nations. If the mounds were the work of either, it is more probable that they were made by the pre-historic Algonkins, amongst whom we may perhaps look for traces of the mound-builders, either as being direct descendants, or as incorporating remnants of that lost race. The Algonkins as well as the mound-builders were "water peoples," (using Humboldt's familiar description of the latter) and many rites appear to have been common to both races.

INNISFIL SERPENTINE RIDGE.

In the Rice Lake region I saw indubitable proof that there had lived in this province aborigines, who attempted the construction of mounds having other shapes than the ordinary conical burial mounds, or than earthwork fortifications. After returning from that district, I revisited, on September 18th, accompanied by John L. Warnica, who has lived for many years in the neighborhood, and knows the surface of it quite thoroughly, an embankment on lot 23, concession 13, of the township of Innisfil, which I had first seen eight years ago. This farm is occupied by William Irwin, who courteously gave us all the information in regard to this embankment within his power to give. On the occasion of my former visit I had made some notes of the



Fig. 44. Innisfil Serpentine Ridge (looking north).

phenomenon, and while making a map of it I had recognized its serpentine shape (see figures 44 and 45), but did not think it could have any significance to the Indians as a serpent form, as phenomena of this kind had not then been proved to exist in the province. The first settlers of the neighborhood, as much as fifty years ago, regarded it as, at least, partially artificial, a clay subsoil, in which very little grain or other vegetation would flourish, being at the top of it and at other places on the surface. I found that the residents, for these and other reasons, still regarded it as having an artificial origin, but they held the view, usual in such cases, that it had been a fortification.

The embankment, which has irregular but distinctly marked convolutions, is about 1,230 feet (375 metres) in length. Its height varies from five to seven feet. The top of the ridge, especially the rear half, which has not been tilled, is as narrow as a path, and is quite level; but along the front half, the action of the plough has worn down this original sharpness. It is still higher, however, than any surrounding ground. Its width is quite regular, the average being about thirty feet throughout its entire length. It ends in a narrow bank at one extremity, and is distinctly broader and flatter at the other, which just touches the 13th concession line. The first convolution, or loop, is a curve of more than ninety degrees. On the embankment at different places are stumps of pine trees, which must have spread their roots at least four centuries ago. A shaft, sunk three feet deep, on September 28th, to examine the kind of earth in it, showed that it was not a gravel reef such as one frequently finds, but was a clay bank. In this shaft some iron stains were found beneath a few small stones. This suggested that if the bank be artificial the stones had served the purpose of umbrellas in protecting the vegetable stains from obliteration by the water percolating from the surface through the clay, and that in other places not so protected the vegetable mould might have been weathered beyond detection. The size and shape of the embankment, as well as its relation to the surroundings, and the fact that water could pass freely around both ends of it, forbade the idea that it was built by amphibious animals as a dam.

On the opposite side of the road, in front of what we have called the head, is an oval basin, of artificial origin, at least as regards its form. The extreme length of this basin (i. e. from crest to crest) is 170 feet. The interior cavity, which is a perfect oval in form, is 85 x 48 feet. The embankment surrounding the basin, which is in the farm-yard of Henry Armstrong, formerly rose much higher, but has been worn down. A remarkable trench leads out of this basin, passes immediately before the part described as the head, and ends in a circular pit that bears marks of artificiality. At one part of its course this trench traverses a gravel-bed, the continuity of the gravel on both sides of it being still evident. In the low parts about the embankment, and in the oval basin, water formerly stood all the year round when the original forest existed there. These ponds were occupied by amphibious animals in considerable numbers, such as muskrats, mud-turtles and beavers. At the west side, the ground falls into what was once a cranberry marsh. As the stagnant water in the oval basin became a nuisance to the occupants of the dwelling near it, it became necessary to remove it; and, in order to do this, a drain was cut through the south part of the bank surrounding it, a few years ago. Mr. Armstrong observed in this drain, which was a deep one and answered the purpose of a section, that the earth at the top corresponded with the subsoil at the base of the cutting. At an intermediate part there was a layer of vegetable mould. Pottery fragments, stone axes and other relics, including a French copper coin, have been found at the east edge of this basin.

On ascertaining the above features of the embankment and its surroundings, I communicated with Mr. Boyle, who visited the spot

with me on October 3rd. He was impressed by the peculiar shape of the phenomenon, and some of his observations were useful in solving the problem of its true significance. In the first place there was not abundant evidence, if it were artificial, of excavated places from which the clay for the structure had been taken. Then, while it was evident from the large circular earthwork (which we also visited) on the farm of John Fennell, one mile west, that earthworking Indians had lived in the neighborhood, its size was so great that it seemed improbable it should be wholly artificial. Mr. Boyle suggested that natural ridges might have been utilized by the builders to accomplish their ends. This appeared to be the more likely from the fact that there are similar ridges, though not more than half its length, beside it, having every appearance of being natural. The latter contain boulders, and have other marks of glacial formation. Such ridges are occasionally found in low ground; they are among the most recent of geological formations. In some parts of the country an object of this kind is called a "hog's back," and it is not unusual to find them used as roadways for vehicles, as appears to have been the case with one at the east side of the one under consideration. In addition to these considerations, the Indians, if they had bestowed any labor on this object, would work where they could get the best results for the least amount of labor. In order to test how far it might be artificial he left instructions with me to get a few openings and cross-sections put into it.

THE EXAMINATION OF ITS STRUCTURE

Mr. Boyle suggested, in connection with the proposed cross-sections that a low part would be likely to furnish some interesting features because, if the Indians had expended any labor at these ridges, such artificial places would probably have subsided in comparison with adjacent natural parts. He also suggested that an experienced well-digger should be secured as workman, one who would be able to readily recognise disturbed soil.

Accordingly, on October 9th, I took to the place a workman who had thirty years' experience in handling earth in wells, drains, etc. We cut half-way through the embankment at a low place marked "A," fig. 45. In the first eight inches there was considerable charcoal, but this can perhaps be wholly accounted for by the clearing of the land. The clay throughout was homogeneous, and of a brownish gray color; but the exterior layers were stained with vegetable matter to a reddish brown hue. This staining extended inward to a depth varying from eighteen to twenty-four inches, but it was difficult to say just where it ended as it shaded into the natural color of the clay. The dotted line in the diagram (figure 45) represents as nearly as possible the lower limit of these stained layers, which were appreciably thicker toward the edges of the embankment, just as the shape of it would naturally make them. Its depth seemed to be determined by the rainfall percolating into the clay, and also, to some extent, probably by the winter frosts.

The brownish gray clay, with this covering, constituted the body of the section. It seemed to be "made" ground for the following, among other, reasons:

(1.) The small stones in the clay were easily knocked out of their places; one stroke of the pick was sufficient, while in naturally laid clay sometimes three or four strokes are necessary.

(2.) The clay crumbled when turned out, much more readily than natural unworked clay.

(3.) The cutting could be rapidly made.

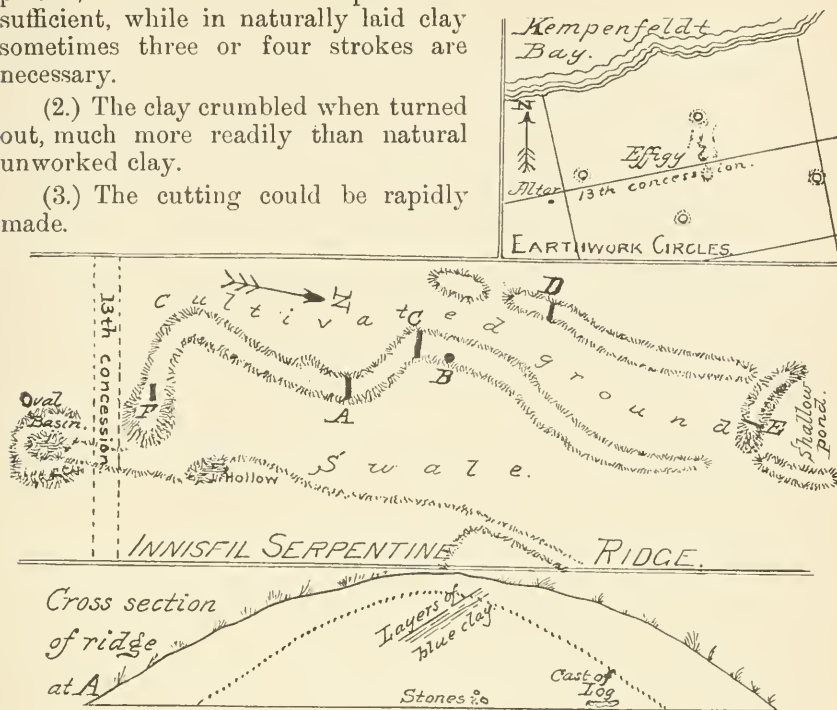


FIGURE 45.

(4.) Fibrous roots of thistles, &c., went down to the bottom of the cutting, five feet below the surface at the middle of the embankment, indicating that the soil had been disturbed. The ground was full of flaws at this depth, and the fibrous roots had made their way into these.

The clay was damp, as there had been heavy rains for some time before. Water also lies in a low tract at the short distance of about fifty feet, and is undoubtedly absorbed into the surrounding clay, which latter substance is used in the manufacture of blotting paper on account of this very quality, viz., its good absorptive powers. These two considerations might modify the force of the reasons just given but would not entirely destroy them.

A test hole 3 feet deep put into the embankment at "B" showed the same kind of clay as we found at "A."

The remains of fibrous roots and other specimens found so frequently in all parts of the cutting were examined microscopically by Dr. W. L. T. Addison, of Barrie, who visited the place while our operations were in progress and saw these specimens *in situ*. He has kindly furnished me with reports of his examinations, particulars of some of the more interesting and representative specimens being as follow:

Specimen No. I.—From a point 2 feet 9 inches deep and 6 feet from the centre. Gray clay with dark surface upon which are some fibres, suggesting a dead root.

Section (a). Magnified 400 diameters. At the outer sides is a diffuse rich amber color. The intensity of color obscures the form which becomes more distinct as we look towards the centre. It shows a regularity in color which gives it a fibrous appearance. This, however, will be seen to be due to the regularity of increase in thickness. There are very fine dots which have a highly refractive power on light.

Section (b). This shows the "bordered pits" of the conifers, and has some fairly distinct fibres. It, also, is of amber color.

Section (c). A large fibre with large "bordered pits" of the conifers, which show quite distinctly.

The "bordered pits," a cell structure peculiar to the pine, and the amber color of its resinous matter, suggest that it might have been the small roots of some pine tree, although no stump exists within 14 feet of the place. The resinous fibres of pine are almost the only kind of wood able to resist the attacks of the lime in the clay for any length of time. Pine wood is used for all outdoor carpenter work on account of its resisting qualities, and the farmer knows to his sorrow that the pine stumps decay less rapidly than others. In this way it is evident that pine roots, even those of a very great age, could remain intact in the ground.

Specimen No. II.—From the same place as the last specimen. It shows dark iron oxyd colored fibrous material on a surface much iron stained.

Section (a). Three silvery white fibres which show no coniferous formations. The fibres are very plain and fairly transparent.

Section (b). This is a similar fibre but differs in length.

Section (c). The same may be said of this one.

There are many particles which break with fibrous cleavage, but are quite opaque and are by reflected light a very dark brown. These are, presumably some sort of fibre changed to bog iron. There is a scarcity of the amber colored materials found in specimen I.

In other similar samples there are indefinite fibrous fragments, much replaced by iron.

Specimen No. III.—From a point 2 feet deep and 10 feet from the centre. Gray clay with many brown stains and containing much peaty matter, which on roasting in a crucible burns away. The burnt specimen is very red and becomes very hard. By reflected light the dark substance is seen to be vegetable matter, in many cases replaced by iron and in some cases by lime.

Section (a) is a portion having a dark brown color and showing separate fibres, which, however, are brittle. There are certain dark portions in which one cannot distinctly see fibres.

Section (b) has a bright glistening carbonate of lime surface showing forms like these of fibrous structure. It is apparently a coating of lime which has replaced some woody fibre.

The examination of a specimen of a sort very different from any of the above proved to be of considerable interest. It came from a point 3 ft. 6 inches deep, and 6 ft 6 inches from the centre of the embankment. While digging at this point the workman drew my attention what he called a "log," distinguishable from the other clay by the way it crumbled. It measured ten inches across, besides portions at its edges not well defined. We give herewith Dr. Addison's remarks on this specimen :

Specimen No. IV.—It consists of fragments of a gray lime-bearing clay which show planes of cleavage. The surfaces shown by these fragments are stained a dark brown or black with lighter patches which by reflected light and magnified 125 diameters appear as crystalline calcium carbonate, etc. The staining occurs in parallel bands, the lime salts being apparently deposited on these stained surfaces, or taking the place of these stairs. These dark bands, and in many places bright bands of carbonate of lime, are striated and indicate a form as replacing some organic fibre. The fibrous form is often quite distinct. At right angles to the more frequent or the ground striation are bars which are less frequent but still are quite frequent enough to convey to one's mind a regularity of formation in this direction, also.

It is evident that this clay "log" cannot be explained as a root. Under the microscope the specimens showed the woody structure to be entirely replaced by carbonate of lime and other inorganic substances. It was, in fact, a "cast" of the original wood, in which the structure

in both directions was very distinct. Neither is it probable that it was a fossil deposit. The natural clay of this neighborhood is glacial, not post-glacial, such as would be deposited in recent ages by water. This is shown by the abundance of small stones mixed with it. Accordingly it could not contain organic remains except in a pulverized condition, and no such "log" would be likely to occur as a deposit.

This object lay horizontally on what was easily recognized as the division between the disturbed and undisturbed ground. This old bed, however, was not marked by any dark line of vegetable mould, as I made diligent search for this feature; but many iron stains were present where one would expect to find it. It was only noticeable by the ready cleavage of the clay at this level, while beneath it the ground soon became perceptibly harder and changed into a gravelly clay.

Tested chemically, the clay of the embankment proves to be very full of lime; and as the situation is damp, no vegetable matter could resist replacement by iron salts or carbonate of lime for any length of time. When this occurs the clay is commonly said to "dissolve" the vegetable matter mixed with it.

At the centre were a few stones, not large, but significant on account of their position near the base of the embankment. They were larger than any other stones found in the excavation.

Further cuttings were made on Oct. 28th, when Mr. Boyle was present. The remaining half of the section begun on Oct. 9th was opened. In this the fibres were abundant just as in the first half. A feature of interest consisted in some layers of blue clay slanting up the face of the exposed section to the centre of the top. It appears as if some clay of this colour had been flung up against the side of an incipient bank. On examining the level ground at the side of the embankment we found blue clay which corresponded closely with that in the cutting.

This section when completed was 31 feet long, 16 inches wide, and 5 feet deep at the centre. It was made in a part between two expansions in the width of the embankment, which are about 150 feet apart and include the second convolution. It seemed reasonable to suppose, therefore, that the part between these expansions (which were naturally formed so far as could be judged by their appearances) had been artificially filled. In order to compare the structure of the clay in the section with that of one of these adjacent expansions we selected the one to the north and made an opening into it 3 feet deep marked "C". The structure of the latter was a hard, undisturbed, and uniformly gray clay, quite unlike that in the section.

There is further evidence of the artificiality of this part between the expansions, in the fact that the immediately surrounding ground is so shaped that the natural drainage would pass through at this place. The only surface spring in the vicinity is at a short distance to the southwest of the section.

On the following day (Oct. 29th.) an opening was made at "D" into a lower ridge at the west side of the effigy embankment, for purposes of comparison. At one end of the trench there were some mixtures of clay which also crumbled when thrown out. At the depth of

four feet, hard blue clay was reached. Two test holes in the adjacent level ground near this opening showed blue clay at a corresponding level, viz., 18 inches deep.

An opening marked "E" was made in the semi-circular bank at the north end of these ridges. It showed naturally laid clay. At one side, however, where the ground was wet, the clay was softer.

Finally, an opening marked "F" 3 feet deep was made into the south extremity of the embankment, or that called the head. At the depth of 18 inches there was a layer of reddened clay, beneath which the ground was apparently undisturbed.

SITES OF ANCIENT VILLAGES IN THE NEIGHBORHOOD.

After examining the structure of this embankment, I communicated with William Metcalf, of Meaford, who had lived on this farm for several years and had cleared the forest from the part on which it is situated. He drew my attention to the fact that there are sites of ancient villages situated in four directions from it,—north, south, east and west, (figure 45.) I had known of the existence of the three latter of these, without, however, recognizing that they were situated with reference to the points of the compass. These three are distant about a mile from the effigy, the former or north village being about half a mile.

With each of these villages is a large circular basin, which had evidently been used for religious or ceremonial purposes; the entire group apparently making what is known in the language of the archæologist as a Cosmic System, having the effigy in its centre. The villages having been located without regard to any natural advantages such as springs of water or easily fortified points of land, it appears as if they had been built up around the four circles which, in their turn had been placed, as we have just seen, at the four cardinal points of the compass from the effigy.

In the State of Ohio, (in Adams County,) there is another Serpent effigy, in connection with which the points of the compass are also observed. It is well known, too, that Cosmic or Sun worship was often intermingled with Serpent worship (so-called), many instances of this intermingling being found in Aztec remains as well as in those of other races.

The West Village. This appears to have been extensive. It may be described as occupying the four adjacent corners of four farms at the cross-roads west of the effigy. We have already referred to the circular earthwork on one of these farms, that of John Fennell, Lot 21, Con. 13, as it was the first one we identified in the system to which our attention had been drawn. This circle has a diameter of 152 feet, measured from the extreme outsides of its circumferences, or 110 feet from crest to crest. It is quite apparent from the nature of the earth in the embankment around this pit that it is subsoil from the bottom of the excavation, as it corresponds with the latter and differs very materially from the surface earth in the field beside it. In the same field there have been found large quantities of pottery fragments and other relics in spots showing evidences of fire. Some years ago, Wm.

Metcalfe found a human skeleton in one of these deposits. These camp-fires are situated along the small ravines—places well sheltered, from which circumstance it might be inferred that they were used as winter quarters. In the ravines south and west of this field, *i.e.*, on the adjoining farms, there are also remains of similar camp-fires. On the farm on the opposite corner, *viz.* that of John Metcalf, (Lot 20), ash-beds and relics have been found; while at a spot immediately



Fig. 46. Embanked Hollow, Lot 21, Con. 13, Innisfil.

south of his dwelling, and about ten inches below the surface, was found a circular bed of small stones bearing marks of fire. This is what may be called an altar or hearth. Similar objects have been found in Ohio, but no instance of the kind in this province has hitherto come to my knowledge. An object of this kind found near the Serpent effigy in Adams Co., Ohio, has been called a place of sacrifice but with what correctness I am unable to say. It should be added that at the shore of Kempenfeldt Bay, about half a mile distant are two large quarried stone blocks, four feet across.

The South Village. This is situated on the farm of Henry Mayor, north-half lot 22, con 12, and there have been found the usual relics,—pottery fragments, pipes, stone axes, etc. Here is an artificial pit almost circular, having a diameter of 80 feet. Seven camp-fires near it are arranged in a circle, and there are two or three others also near at hand. In an adjoining field on the farm of Robert Webb, there are also many remains of camps situated in a ravine. A piece of slate (an unfinished gorget) was picked up by Mr. Boyle as we walked over this village site.

The North Village. The circle here, (to which Wm. Metcalf first drew my attention), is situated on the same farm as the effigy. It is 80 feet in diameter, and has been formed in a small natural ravine.

Its present depth is 10 feet. The gravelly clay subsoil thrown out of it contrasts with the adjoining surface soil. At a short distance

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north of the circle are camp sites on which large trees had grown. The



Fig. 47, Embanked Hollow, north of Serpentine Ridge, Innisfil.

usual relics have been found at this village, and near it a piece of native copper was once picked up.

The East Village. This is situated on north-half lot 25, con. 12,—the farm occupied by John Irwin. On the west slope of the ridge that passes through this farm are many evidences of camp-fires. Besides these is a circular pit, but it has been so mutilated by the cultivation of the ground and other agencies, that any artificial characters it might have possessed are now almost extinguished. At the distance of about quarter of a mile along the same ridge is a Huron ossuary which we examined on Dec. 11th. While at a short distance southeast of this ossuary is another village site to which it apparently belonged.

Notwithstanding the existence of this ossuary near the East village there is no proof as to what race of Indians dwelt in the four villages of the system about the effigy. The camp-fires of the west and south villages were single fires arranged along ravines, thus differing in two respects at least from the Huron "long-houses" which were usually situated on rising ground. They are probably very old for besides being overgrown with large trees the earth wears a reddened appearance at the camps rather than a blackened one, the carbon having been much "dissolved" and the iron stains alone left, thus differing in another respect from the ordinary Huron site.

OTHER OBJECTS OF A SIMILAR KIND.

It is evident from the facts brought together that this effigy, whatever may have been its origin, was an object of veneration to some of the races of Indians who dwelt in the villages in the neighborhood.

There have been many such objects of worship, or rather objects of propitiation. About Georgian Bay various natural features have been regarded with a religious veneration from time immemorial; these include some oddly shaped rocks near Parry Sound which have been propitiated by passing Indians with tobacco offerings until recent years, in fact the offerings are still made by the pagans; Giant's Tomb, a large island in the southeast corner, resembling a giant lying on his back; Turtle Rock, in the North Channel; and Michilmackinac itself was the "Great Turtle." The Roches Perceés (pierced rocks) of Manitoba, the Sand-dunes of Lake Superior, the Garden of the Gods in Colorado, the Old Man of the Mountain in New Hampshire, are a few among the countless instances of natural objects that have been held in the highest regard by the aborigines of this continent.

REMARKS ON THE SIGNIFICANCE OF EFFIGIES.

Unique notions of natural forms having filled the heads of the aborigines, an effigy of the kind under consideration suggests how there may arise the notion of an effigy mound. Indeed it would seem to be in the very nature of an effigy mound to be at least partly natural. Such mounds are chiefly found in the glaciated parts of North America where singular natural forms occur. They even follow the "V" shape of the glaciation into Ohio toward the south.

In various Indian tribes, including the Micmacs, Ojibwas, Moquis, etc., there were Snake Dances, the object of which evidently was to propitiate these animals.

It is interesting to consider why the serpent effigy always had an egg or oval form before it. On referring to my bookshelves I find that the egg represents "life" and the serpent "eternity"; but there is no suggestion as to what the combination of the two forms can mean. On any such assumption the latter question must remain impenetrable, except perhaps to a skilled metaphysician. These ideas, taken singly, were almost too abstract for the aboriginal mind to elaborate; and in combination, as the Indians did not take up post-graduate work in metaphysics, it will be advisable to seek for a simpler explanation of the frequent occurrence of the two forms together. Natural history will, I think, furnish an explanation. The food of serpents is always living prey with the single exception of eggs, as the little birds know to their sorrow. The aboriginal snake-charmer, taking advantage of that animal's partiality for eggs, throws an egg in front of the reptile to occupy its attention. When the Indian with his head full of superstitions first sets his eyes on the natural serpent shape, his first thought would be to charm the "animal" with an egg.

It should be distinctly understood that these serpent effigies are entirely different in their kind from the Rice Lake serpent, which is wholly artificial, and apparently has a different significance.

BALSAM LAKE.

BY GEO. E. LAIDLAW.

Since the fall of 1893 I have not had much time, till this August, to visit sites and other localities which have become known to me as places connected with Indian remains, with the exception of one place which I discovered last year in opening a road through a little known locality, and which I visited shortly afterwards in your company, and alone several times since then.

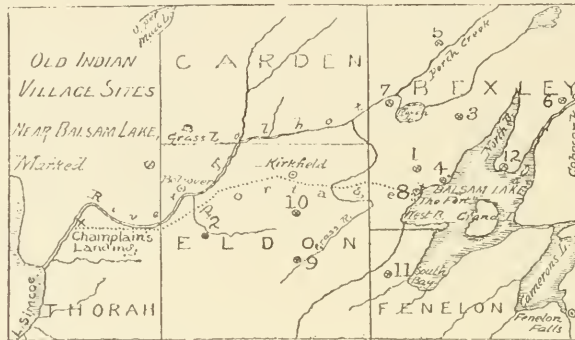


Fig. 48.

In April, 1894, I visited the site on lot 22, concession 8, Eldon Township, owned by S. Truman. This is a large site, and is on the north bank of Grass River, which empties into the Talbot, flowing west into Lake Simcoe. The site is on high ground, and showed the usual signs of aboriginal habitation. I picked up pottery fragments, nodules of flint, a piece of worked slate, shells, and a face of pottery, evidently split off a pot, and not a fragment of a pipe. Mr. Truman informed me that the place was ploughed up about 1887, and at that time clay pipes and stone "skimmers" were found in abundance. He had found an iron French axe on a hill a quarter of a mile away, and a steel spear-head near the site, and since then a steel knife-blade was picked up. These were probably dropped by later Indians, as an old squaw told his father that she was born on the hill to the south of the river, and so were her father and grandfather; so that may account for the presence of white-man relics, as the site showed the same characteristics as other sites in the vicinity, where no white-man traces have been found.

There were no graves known of, and, if any existed, were probably obliterated by cultivation. Though picking up quantities of bones and shells, I did not find any worked ones. My time was limited for examination. * This site is No. 10, in keeping with the ones numbered previously.

Pits on village site, Bexley. In the early summer of 1895, I discovered the village site on lots W. $\frac{1}{2}$ 5 and 6, concession 2, Bexley, and after you came here we explored it thoroughly. I also visited this place several times this year.

From the accompanying sketch (figure 49) it will be seen that the Talbot River circles round to the north-east side of the village, flowing west; consequently the village site, as evinced by the ash beds, faces east, while the pits lie on the opposite slope of the hill, to the south-west. A large portion of this site is at present covered with timber and thicket, and is very difficult to examine, but the road allowance is cleared, showing the majority of the pits. While those in the field were partially filled in by being cultivated this year, by next year all signs of those pits in the field will be effaced, and the road bed will cover more.



Fig. 49.

This sort of pit has just lately come under notice, and attention has been called to those near London, Ontario, and Parry Sound. See previous reports. It is not easy to conjecture what these pits were used for; but the general idea is that they were used for storing corn in small quantities to prevent heating—the size of the pits at the present day being from five feet to seven feet wide, and up to two and a half feet deep. Corn has been found in pits of this character in one or two localities in Ontario. Now, from their disposition, they could not have been used for setting stockades in, or for holding corner posts of houses; also, on thorough examination, the earth shows no disturbances beneath the bottom of the pit, or traces of timber. They were not used for ovens to bake pottery in, for they exhibit no traces of fire, charcoal or ashes, and there are no shreds of broken pots in their immediate vicinity; and, as the earth is a light loam, with a large proportion of sand, precludes the idea of their being caused by excavating the clay for pottery purposes. If used in connection with “sweat houses,” it might reasonably be supposed that some of the stones used to cause steam when heated might be found but no large stones showing discoloration by fire occur in them. If used as graves, the bones have been exhumed for a general burial in an ossuary, at the “Feast of the Dead,” but, as no ossuary is known to exist between here and the ossuary-using Hurons, west of Lake Simcoe, the grave theory is hardly tenable.

These pits are grouped in no particular order, though preference seems to be given for short rows of three or four. Pine stumps mea-

suring, with bark and sap-wood burnt off them, three feet in diameter, grow out of several of these pits. The number of pits at this site is about fifty.

The flat, lying to the south-west of the site, being in every way suitable for the cultivation of such cereals, and vegetables, as the Indians grew, would explain the relative position of these pits to the site. These *câches* would naturally be placed as near and convenient as possible; the swampy nature of the ground to the east prevents them being placed there, while the northern slope of the hill is too stony for cultivation, as the Indians cultivated. There were no traces of ash-beds to the south or the west of the pits, and nothing of any sort was found in them.

The ash-beds lie between the pits and the river, which is about eighty rods distant. On examination the ash-beds, which are about two feet deep by ten or twelve feet in diameter, disclose the usual remains, but as yet no relics have appeared showing traces of contact with white men, though it is rather too soon to assume too much without a thorough examination. However, among the relics recovered from here are several discs of shell, stone and pottery, some fragments of pottery having a raised pattern, and other unusual patterns; dog wheelks apparently from the sea-coast, perforated unios, a piece of graphite, bone awls and beads, and a peculiarly moulded clay pipe which you found yourself, said pipe being cylindrical with a flat bottom, moulded stem hole, and having a tally on the front, all these being unusual features. The unio shells in the river here are larger and thicker than the lake mussels. Fragments of pottery were picked up amongst the



Fig. 50.

roots of turned-up pine trees of a large size. This site is within half a mile of Raven Lake, an expansion of the Talbot River, and is near the junction of Perch Creek with the Talbot. No graves were found.

In September of this year I heard about a site at Mr. D. Smith's, lot 10, Gull River Range, Bexley (figure 50), and visited it several times. It was afterwards examined by yourself.

The Indians had access to the lakes above and below by canoe, and by going a little north could strike a canoe route to the Georgian Bay via Black River, or Head River.

The major part of this site has been under cultivation for some years, but enough is left to be interesting. This seems to have been a very compact village, judging from the proximity of the pits to the ash-beds, and the relative closeness of each individually. The natural condition of the ground had a tendency to make the inhabitants economize space. The surrounding land being not so amenable to cultivation, being very shallow and covered with boulders, may have forced the inhabitants to live largely on fish from the adjacent lakes and rivers. Even to this day these waters teem with maskalonge and bass of a large size, besides other fish, and the lakes in the granite region to the north are literally alive with salmon trout.

The pits here are to the west, and are larger and deeper, and more systematically arranged than the above-mentioned ones, if one can judge from the few that remain. Unfortunately, more than half the group has been filled in by process of cultivation. The remaining ones, eighteen in number, average two feet by eight feet, and seem to be in rows running in a southerly direction.

To the west of these is a large area covered with large blocks of granite and limestone. Further on to the southwest is a swamp and another swamp to the east. If any cultivation was done it was to the north.

About thirty rods to the east of the pits, and further down the hill, were about forty single graves, so here we have the single graves and the pits in close proximity to each other, proving that these pits were not graves. These pits on examination gave the same results as the ones before mentioned. No relics, traces of fire, or disturbance of the soil being found in them. A large spring exists to the east of the graves.

A large pine tree grew out of one of these pits; the stump now remaining, and having passed through fires has the bark and sap wood burnt off. It now measures three feet eight inches in diameter, and allowing on an average sixteen annual rings to an inch and the sap wood to be two inches this would make the tree 310 years old till it was cut down, which was probably about twenty-five years ago; making from now till the tree started to grow 335 years past,* or the year 1560, showing that the village was abandoned at least fifty-five years before Champlain passed through these waters with his war party of Huron braves in 1615, to attack the Iroquois south of Lake Ontario; or twenty-five years after Cartier discovered Stadacone and Hochelaga in 1535. Champlain ascended the St. Lawrence in 1603, and discovered no traces of Hochelaga, which in the meantime had been "wiped out" by the Hurons. May not these towns have belonged to the Hochelagans, and shared the same fate about the same period? Dawson in his "Fossil Man" says that the tribes to the north-east of Hochelaga, were either Hochelagans or tributary to them, who were akin to the Hurons, yet not of them. This conjecture if allowed would explain the absence of towns, etc., in this district which Champlain would have been sure to notice as he passed through, were they then existent. Dawson furthermore identifies his Hochelagans with the

* It has recently been shown that this basis of reckoning time is not so trustworthy as was supposed.—D.B.

extinct Alleghans. This extermination of one people by another had been going on for ages when the white man came. The Iroquois were busy at it then with the Hurons, Eries, Neutrals, etc., only to be driven away by the white man themselves. Witness the extermination of other tribes since then.

This last site was a large one and had been occupied for a long time as evidenced by the accumulation of ashes and numbers of heaps in a small area. This place has been visited by relic hunters and large numbers carried away. However Mr. D. Smith very generously gave a large soap-stone pipe of the vase type, a long ceremonial double bitted chisel, some stone discs and celts.

On examining the ash-beds we found stone beads, discs, pieces of graphite and hematite, pottery fragments, clay pipes of usual types; pottery discs; some rubbing stones, worked pebbles of steatite; worked flake of Huronian slate, also a blocked out steatite pipe. Mr. Smith informed me that he had found flint arrow-points here, which are very rare in this section, and not as a rule found on village sites, though flint, jasper, quartz, and chert flakes and nodules abound on them. The inhabitants may have lived largely upon fish and the proceeds of agriculture, or used bone arrow-heads. It was not on account of scarcity of material that arrow-points were lacking, for quartz abounds in the near-by granite regions, and I have observed out-croppings of chert on the flat limestone rocks large enough to make even good-sized spear heads and knives.

The locality of this site is one-quarter of a mile from Gull River on the west side, two and a half miles from the lake at the mouth of the river and one and three-quarter miles from the extremity of North Bay, which lies towards the west. It was very well hidden from surprise from enemies travelling on the river, having the high hill and swampy valley intervening.

Another site visited this fall is on the farm of A. McDonald, Kirkfield, lots 44 and 45 S. P. R. Eldon. This one is located on the south side of the range of hills that lie to the south and east of Kirkfield. This site has also been cultivated for a number of years, but the ash beds are plainly noticeable yet. They lie in a semicircle on high ground, on the northwest side of a swamp backed up by the hills, and cover an area of about 300 yards in length. The convex side faces the swamp where there was formerly plenty of water. As the place was covered with stubble, and the time at my disposal short, I could only give it a cursory examination. The soil is very fertile and suitable for the growing of those cereals, etc., which the Indians cultivated, and formerly supported a dense growth of large pines, some stumps of which when pulled up disclosed corn that had been cached, preserved no doubt by carbonization.

Relic hunters have carried away a large number of relics from here, some very good ones, but none showing the influence of white men that I am aware of. I was fortunate enough to obtain some fragments of pipes, pottery, stone and clay discs, a vase pipe of small size, and some perforated dog whelks.

I also visited a village site on Long Point, Fenelon Township, situated on the south end of Balsam Lake. This one was on a hill and

near by on each side, was a river, one flowing into West Bay the other into South Bay, thus giving the place a certain strategic importance. Many years of cultivation have obliterated all traces. Mr. Perrington, the owner, stated that there were a large number of ash beds and graves when he first settled there about thirty years ago, and lots of relics were picked up and taken away. Soil here is also suitable for the growing of corn, tobacco etc. There were no traces of embankments, or any of palisades found round the above villages. If stockaded at all the palisades must have been constructed in such a manner as to stand without being set in the earth. Perhaps they leaned in and were braced on the inside. This would do away with an enormous amount of digging, which would suit the Indians, for they had inadequate tools for such purposes.

I noticed on Long Point on the east side, that an embankment about four feet high, and and ten or twelve wide, running along the shore and then at the end of the bay turning in at an obtuse angle. It may have been caused by an ice shove, or a series of shoves, but it lay in such a position that I hardly think the ice could have done it, especially that part extending inland. It might be a deposit of the Glacial Period. I had neither time nor tools to examine it.

I also visited sites described in former Reports, and obtained pipes celts, bone and horn implements, discs, perforated shells, etc.

The accompanying map, figure 48, will show the relative positions of these towns to each other, also to the waterways.

In accounting for the abandonment or destruction of such towns as these, may we not take into consideration the agencies of fire and disease? In dry seasons forest fires would sweep over large areas in short periods of time. Witness the huge conflagrations of our own days in the lumbering districts, which we are powerless to check, and the number of modern towns burnt out. The Indians could do nothing but flee to the water. Spread of disease, superinduced by the state they lived in would cause them to abandon a town and erect another near by. The abandoned town constructed of wood and bark would then quickly decay. This being repeated again and again would give a number of sites in a limited territory, all built by one people.

It is noticeable that the majority of celts or "skinners" found hereabouts are of very poor workmanship. They seem to have been made on the principle of "anything will do," consequently we see that barring being worked to an edge, very little work is put upon the body of the implement, other than to bring it to desirable shape. We may, however, except a polished axe, that may have been imported, supposed to be of coarse jade. It was found in Eldon Township, to the north of Mitchell's Lake, near Champlain's Portage. The blade is exquisite in make and finish, and is of the following dimensions: Length six inches, breadth four, and thickness seven-eighths of an inch. The edge is perfect and the angles are well defined. The sides are flat and highly polished. Color a dark green approaching black, with one corner of a lighter color. A portion has been broken out at the poll, which was ground to a blunt edge, and which subsequently had been destroyed by abrasion. If this is jade, it is the first example on record found in Ontario, and furnishes another instance of the ancient traffic

existing throughout North America previous to its discovery. Among the chisels obtained is one thirteen inches long, double bitted, worked all over but not polished. Resembles the ceremonial chisel figured on page 39, Report 1886-1887.

Few gouges occur, but these are generally of good workmanship, one found near the jade axe, has a large lip and a round body, tapering to a conical head. Material—dark slate with lighter veins. Another, from Bolsover is of light green argillaceous material, highly polished, with one end formed into a gouge, and the other chisel shaped. Side angles well squared.

A peculiar little tool, a rubbing stone celt shaped and highly polished, the edge rounded as if for dressing skins; from Long Point, has somewhat the appearance of a duck's bill.

A hammer stone, from Cobocok, is cylindrical in shape with square ends, and is about four inches by two and a half in diameter. It has a slight groove at one end. It may be an unfinished implement of the same class as figure 96. Report '90-'91.

Of horn implements—one new variety presents itself by two specimens. These are implements peculiarly suitable for insertion in club heads; and in outline are curved like a hawk's beak, terminating in a sharp point, and are about six inches long and moderately thick. They are split off the butt of a horn. A finished one is from Eldon, and an unfinished one is from Bexley. Both were found on village sites.

There are upwards of fifty pottery and stone beads or discs from village sites, in every stage of manufacture, and are of the smallest size, half an inch in diameter to two and a half inches, and three-quarters of an inch in thickness, some being unperforated, but otherwise finished.

These discs occur very frequently on village sites, and may have been used in various ways. Probably the smallest ones were used as beads for necklaces. Some of the larger ones (unperforated) may have been used in gambling, or games; whilst the largest, which are always perforated, may have been spindle-whorls or drill-weights. The pottery discs were made out of pieces of vessels, and were rarely perforated. They may be considered make-shifts, as they are usually rough, with slightly ground edges. They may have been made in a hurry during the progress of some game, or by the children for some amusement, in imitation of their elders. Some regard the thin discs as buttons. See p. 90, Boyle's "Primitive Man."

From Long Point and from Bolsover, are two good specimens of the so-called "women's knives." Material, gray slate.

Two shell discs, unperforated, are, perhaps, unfinished wampum, and four are portions of perforated unio shells; others are perforated *helices*, commonly called "dog whelks." These are sea shells, and are evidence of intertribal barter. All these shell specimens are from village sites. Carver in his travels, 1793, remarks on the prevalence of small sea shells among the interior tribes, who used them as ornaments, and valued them for their scarcity.

There is one specimen of the "ghost" arrow, of sheet brass. See figures 80 and 81, report '91. This class of relic being very thin and

carelessly made, was totally unfit for war or hunting. It is believed that they were made especially to be buried with the departed braves. As the "spirits of the dead" ascended to the "land of the spirits," or "happy hunting grounds," they needed with them the spirits of their weapons, and implements to hunt the spirits, that represented the animals of the earth, in that elysium.

The very handsome brass pipe-tomahawk, with a steel bit dove-tailed into the brass, has a flowered pattern carved on each side of the blade. The marks of the engraving tool can still be seen with the glass. The pipe is on the pole of the axe, and the handle formed the stem, so that the "brave" who formerly owned it, could enjoy his smoke from the weapon he used in war. This weapon was too light and small to have been used to fell trees with, but with it an expert could strike a terrible blow. Taking everything into consideration, a light, effective weapon, with which one could strike a sequence of rapid blows, was much preferable to the heavier iron axe of French make, with which a lesser number of blows could be struck in the same time. This applies to war clubs and stone axes. It is a noticeable fact that "coup sticks" of the modern western Indians, are far lighter than one generally imagines. One generally associates with the term "war club" a huge ponderous smashing club; whereas it is the opposite. The modern war club being generally a waggon spoke, with a couple of butcher-knife blades, or spear heads set in the end at an angle. The above tomahawk was ploughed up near Gamebridge, Lake Simcoe. Pipe-tomahawks are not uncommon especially those of iron; but brass ones are rare. One was discovered some years ago at Dalhousie, and still more recently, a lead one was found at Lake Scugog.

Several specimens show the various types of clay pipes occurring here. Some of them, especially the round and square top cornet-shaped, show affinity to those of the Hurons; while others show affinity to the Hochelagans.

The human face pipe occurs quite frequently, often grotesquely formed, with the addition of animal ears. One is a double-faced pipe Balsam Lake, others show different types of faces, and there is a specimen having the hole bored through the mouth for the insertion of a stem after the original was broken off. This utilization of a broken pipe often occurs. Several of the stems after being split, show one method of forming the stem hole, namely, by moulding the stem around a cord of twisted fibre or grass, which was consumed in the baking of the pipe. The unique specimen exhibiting three new features, namely, the stem hole moulded in it, a flat bottom; and a tally is cylindrical in form, without ornament, resembles somewhat a diminutive mug. This specimen was found by Mr. Boyle.

A white stone pipe from Woodville, perfect, shows much use, notches being worn at the end of the stem, no ornamentation, material rare, steatite, resembles somewhat fig. 27, report 91. Another is a long, slender, square-shaped pipe, material grey steatite, or soapstone. It has a head of some animal carved in relief, on the top and incised herring-bone pattern on the sides, locality, Bexley Township.

A rare pipe represents a human figure in a squatting position. It has been remarked that these pipes suggest a person taking a rest

with a bundle on his back. See fig. 26, report '91, which this one resembles, but is much smaller and has its arms crossed on the top of its knees, and is without the hat. The legs are separate from the body, and there is a checker-board pattern on the base. Material, dark grey steatite: locality, Long Pond.

The fact that our Indians never carved offensive objects militates against the idea that this class of pipes, represent persons performing natural functions.

The vase type, which is the commonest here, is represented by three specimens, all of steatite. One is a large, grey, unfinished pipe from Cobocok. Another is a large, well polished, stained black, double-stem-hole pipe, with one side of the base drawn out to a toe, and perforated for the attachment to a stem, or of an ornament. Locality, Somerville Township. This is the third specimen of a double stem holed pipe from this locality, two being vase pipes, and the third a panther pipe.

A small grey vase pipe is from Kirkfield. A fragment of a squared-top bowl, like the Huron clay pipe, shows plainly the circular striæ resulting from a rotatory drill.

Copper weapons and implements occur very rarely here. A knife (See figure 18) found on "the right of way," Trent Canal, lot 3, S. P. R. Bexley. Dimensions, total length eight and a half inches. The tine is two and a half inches long. Greatest width of blade one and five sixteenth inches. Thickness one-eighth. It is double edged, with both edges straight meeting in a point. See knife figured on p. 23, Whittlesey's Ancient Mining on Lake Superior, but this one is much better made and has even edges. The other copper knife from here, which is round pointed, can be compared to the one figured on p. 26, same work. Locality, Bolsover.

Knives of both these patterns occasionally turn up throughout Ontario, and those States in the vicinity of the Great Lakes. Some exception is taken to their shape as indicative of European influence, but on giving the matter a thought one can easily see that the tine for insertion was better fitted for hafting, than the socket.

The edges of the cold hammered socket would easily give under pressure and thus the inserted handle would always be more or less loose. What is more fitted for the haft of a tined blade than a portion of a deer horn? The tine being driven home in the cellular portion of the horn. One might doubt the origin of these knives, if like the scalping knives introduced by the early traders, the tine was broader and had holes for rivetting on the handles.

The question is whether the Indians manufactured these copper implements or did they get them as finds, or heirlooms from their ancestors, or by barter with other tribes, or as loot in war?

The Hurons and Iroquois, and other tribes living around the Great Lakes, when first known to the whites did not manufacture or work in copper, though Cartier records the Hochelagans as having acquaintance with copper and silver.

The majority of copper implements found in the vicinity of the Great Lakes and the Middle States, are believed to be made out of

Lake Superior copper. Though copper occurs as drift in these districts, it is not plentiful enough to account for all the implements discovered, and we also have the "hull mark" on some of them, namely silver nodules in the copper matrix which proves them to be of Lake Superior copper for no other copper on the continent possesses this feature.

The accompanying sketch map will show the relative positions of the villages, which are numbered, to each other, nos. six and seven are the ones that have the pits.

Credit must be given the undermentioned for donations :

Thos. McNish, Long Point, slate knife and rubbing stone.

G. McKague, Bexley, gouge celts, clay pipes and bone awls.

Wm. Irwin, Bexley, celts, clay pipes, discs, awls, perforated shells and rubbing stone.

J. Bartley, celt and clay pipes.

Mrs. J. W. Laidlaw, Bexley, six celts.

D. Smith, Coboconk, vase pipe, discs, beads, celts, chisels, awls bone ornaments and worked pebbles.

C. Fry, Kirkfield, jade axe, slate gouge, work stones.

D. Wright, Kirkfield, celt, worked slate slab, white quartz spear-head.

C. Burchael, Somerville Township, argillite celt, two chisels.

Jas. McGirr, Bolsover, slate gouge, awls, five flints, two slate pendants, slate knife, six clay pipes.

Duncan McPhail, Victoria Road, copper knife.

W. White, Somerville Township, double-stem-hole vase pipe, and disc.

Alex. Wilson, Bexley, skull.

C. J. Gilchrist, Woodville, flint scraper, white stone pipe, three clay pipes.

M. Haygarth, Eldon, flint scraper and disc.

Mrs. R. Campbell, Kirkfield, discs, clay pipes, worked stone.

Miss A. Campbell, Kirkfield, clay pipe, perforated shells.

APPENDIX A.

ONTARIO MOUNDS.

In the *Canadian Journal* for September 1860, there is a paper by Mr. Thomas Campbell Wallbridge, in which he refers to the existence of mounds along the shores of the Bay of Quinte! "Commencing at Rednerville, in the township of Ameliasburg," he says, "they may be traced along the Bay shore above the Plains of Massassaga Point, a distance of about eight miles. In this space, including the island of the so-called 'Big Bay,' upon which they also occur, perhaps one hundred distinct mounds can be counted; they are not, however, con-

fined to these limits, for, from enquiries made with a view to ascertain their extent, it is probable they will be found at intervals following the shores, from the eastern to the western extremity of the Bay; they are likewise said to occur at a place called 'Percy Boom,'* upon the river Trent, and perhaps by ascending to the head waters of that river they may be traced to the shores of the Upper Lakes, and thence to the most remote parts of the continent.

"As far as has yet been ascertained, there is but one class or form of mounds in this part of the country, and the truncated cone is the shape they assume. In size they vary from a diameter at the base of thirty to fifty feet, to a diameter at the apex of twelve feet. Each mound has a shallow basin or circular depression upon its summit, which, whatever may be the size of the work, has a diameter of eight feet; and no mound under my observation possessed an altitude of more than five feet. It is a remarkable peculiarity of these works, that in almost every instance they occur in groups of two, and at irregular distances, the one group from the other. Irregularity is likewise observable between one mound and its fellow, these being sometimes found in juxta-position, and again from 50 to 100 feet asunder.

"The two of the same group are always of one size. With respect to the surrounding country they are situated apparently without design, now at the foot of a commanding hill, then half way down the side of a bank, and again so near the shore that in several instances they have been destroyed by the action of the water. Twice they have been found in very low or swampy ground, and in these cases they occur singly."

On making an examination of some of these mounds in company with Mr. Henry Cawthra, of Toronto, Mr. Wallbridge discovered "human remains and objects of curiosity and art," although having opened five on a previous occasion he discovered almost nothing except "a few bones near the surface" which he very sagaciously remarked "is no indication of the purpose for which the work was originally built, for it is well ascertained that many of the mounds of the Western States, constructed evidently for different objects than those of sepulture, have been used by modern Indians for that purpose."

It is eminently satisfactory to know that so intelligent an observer as Mr. Wallbridge has left us a record of the work he performed thirty-eight years ago, as few, if any traces of the mounds he mentions, can now be discovered.

The following quotation was kindly supplied by Mr. A. F. Hunter, M.A., Barrie.

"The Rev. Dr. Reed, a Methodist missionary who spent two years in Toronto and the new settlements of York, Peel and Halton counties

* The place, formerly known as Percy Boom, is about five or six miles below Campbellford, near the village of Meyersburg. It probably took its name from the village of Percy, now Warkworth, three miles distant, in the township of Percy. A boom was constructed here to collect the timber, of which immense 'drives' used to be floated down the River Trent.

(1820-22), has described the Burlington mounds, etc., as they appeared in that day. His description which was first published probably in his 'Reminiscences of Itinerant Life,'—a series of newspaper articles—was reprinted in Carroll's "Case and his Contemporaries" (Vol. I. pp 164-5), from which we make this extract. Dr. Reed says:

"At the head of Lake Ontario is a considerable body of water separated from the lake by a sandy beach about five miles in length, and from 80 to 100 yards in width. The water thus separated from the lake is called Burlington Bay, at the upper end of which now stands the City of Hamilton. The outlet of the bay into the lake is near the north end of the beach, and is celebrated as a famous fishing-place. The Indians have some curious traditions concerning this particular region, to which I will presently refer. I noticed in passing over this beach singular excavations at regular intervals about midway between the lake and the bay. They were about twenty or thirty yards apart; originally of a square form, and measuring from ten to fifteen yards on a side. They were evidently artificial, and of a very ancient date, as in some instances old trees were growing within them, and the Indians had no tradition of their origin or design. I judge that they must have been intended for military use. At the north end of the beach, on the main land, beautifully situated near the lake shore, was the elegant residence of Colonel Brandt, son of the old chief of revolutionary celebrity, [the "old chief" himself was alive in Case's time.] The Colonel was an educated and well-bred gentleman, and with his family associated with the higher classes of society. (And this was true of the father, who was educated in England, as well as the son). In this immediate vicinity the soil was mingled with vast quantities of human bones, stones, arrow-heads, hatchets, etc., the weapons of ancient Indian warfare. In sight of the mansion, and in plain view of the road, was a large mound of earth filled with human bones. One or two others stood near but had been demolished. In several instances I was informed, stone-hatchets and arrow-heads were found firmly fixed in skulls, [!] plainly indicating that the victims had fall in some hostile encounter."

APPENDIX B.

SERPENT WORSHIP.*

"To the modern educated world, few phenomena of the lower civilization seem more pitiable than the spectacle of a man worshipping a beast. We have learnt the lessons of Natural History at last thoroughly enough to recognize our superiority to our 'younger brothers' as the Red Indians call them, the creatures whom it is our place not to adore, but to understand and use. By men at lower levels of culture, however, the inferior animals are viewed with a very different eye. For various motives, they have become objects of veneration ranking among the most important in the lower ranges of religion. Yet I must here speak shortly and slightly of animal-worship, not as

* Primitive Culture, vol. II. p. 208 and following pages, by E. B. Tylor.

wanting in interest, but as ever abounding in difficulty. Wishing rather to bring general principles into view than to mass uninterpreted facts, all I can satisfactorily do is to give some select examples from the various groups of evidence, so as at once to display the more striking features of the subject, and to trace the ancient ideas upward from the savage level far into the higher civilization.

First and foremost, uncultured man seems capable of simply worshipping a beast as a beast, looking on it as possessed of power, courage, cunning, beyond his own, and animated like a man by a soul which continues to exist after bodily death, powerful as ever for good and harm. Then this idea blends with the thought of the creature as being an incarnate deity, seeing, hearing, and acting even at a distance, and continuing its power after the death of the animal body to which the divine spirit was attached

Whether an animal be worshipped as the receptacle or incarnation of an indwelling divine soul or other deity, or as one of the myriad representations of the presiding god of its class, the case is included under and explained by the general theory of fetish-worship The three motives of animal worship, viz., direct worship of the animal for itself, indirect worship of it as a fetish acted through by a deity, and veneration for it as a totem or representative of a tribe-ancestor, no doubt account in no small measure for the phenomena of Zoölatry among the lower races, due allowance being also made for the effects of myth and symbolism of which we may gain frequent glimpses. Notwithstanding the obscurity and complexity of the subject, a survey of animal-worship as a whole may yet justify an etimographic view of its place in the history of civilization. Serpent-worship unfortunately fell years ago into the hands of speculative writers, who mixed it with occult philosophies, Druidical mysteries, and that portentous nonsense called the Arkite Symbolism, till now sober students hear the very name of Ophiolatry with a shiver. Yet it is in itself a rational and instructive subject of inquiry, especially notable for its width of range in mythology and religion. We may set out among the lower races, with such accounts as those of the Red Indian's to the rattlesnakes, as grandfather and king of snakes, as a divine protector able to give fair winds or cause tempests: or of the worship of great snakes among the tribes of Peru before they received the religion of the Incas, as to whom an old author (Garcilaso de la Vega) says 'They adore the demon when he presents himself to them in the figure of some beast or serpent, and talks with them.' thenceforth such examples of direct Ophiolatry may be traced on into classic and barbaric Europe,* the great serpent which defended the citadel of Athens and enjoyed its monthly honey-cakes; the Roman genius loci appearing in the form of a snake; the old Prussian serpent-worship and offering of food to the household snakes; the golden viper adored by the Lombards, till Barbatus got it in his hands and the goldsmiths made it into paten and chalice. To this day Europe has not forgotten in nursery tales the snake that comes with

* This does not mean that the European practices were derivations from America. The word 'thenceforth' relates to the writer's method—first treating of the lowest forms of Serpent-worship, and proceeding to those that may be called higher.

its golden crown and drinks milk out of the child's porringer! the house-snake tame and kindly but seldom seen, that cares for the cows and children, and gives omens of death in the family; the pair of household snakes which have a mystic connection of life and death with the husband and housewife themselves. Serpent-worship, apparently of the directest sort, was prominent in the indigenous religions of South Asia. It now even appears to have maintained no mean place in early Indian Buddhism, for the sculptures of the Sanchi tope, show scenes of adoration of the five-headed snake-deity in his temple, performed by a race of serpent-worshippers, figuratively represented with snakes growing from their shoulders, and whose raja himself has a five-headed snake arching hood-wise over his head. Here, moreover, the totem theory comes into contact with ophiolatry. The Sanskrit name of the snake 'nâga' becomes also the accepted designation of its adorers, and thus mythological interpretation has to reduce to reasonable sense legends of serpent races who turn out to be simply serpent-worshippers, tribes who have from the divine reptiles at once their generic name of Nâgas, and with it their imagined ancestral descent from serpents. In different ways these Nâga tribes of South Asia are on the one hand analogues of the Snake Indians of America, and on the other of the Ophiogenes or Serpent race of the Troad, kindred of the vipers whose bite they could cure by touch, and descendants of an ancient hero transformed into a snake.

Serpents hold a prominent place in the religions of the world, as the incarnations, shrines or symbols of high deities. Such were the rattlesnake worshipped in the Natchez temple of the Sun, and the snake belonging in name and figure to the Aztec deity Quetzalcoatl; the snake as worshipped still by the Slave Coast negro, not for itself but for its indwelling deity; the snake kept and fed with milk in the temple of the old Slavonic god Potrimpos; the serpent-symbol of the healing deity Asklepios, who abode in or manifested himself through the huge tame snakes kept in the temple (it is doubtful whether this had any original connection with the adoption of the snake, from its renewal by casting its old slough, as the accepted emblem of new life or immortality in later symbolism); and lastly, the Phœnician serpent with its tail in its mouth, symbol of the world and of the Heaven-god Taaut, in its original meaning probably a mythic world-snake like the Scandinavian Midgardworm, but in the changed fancy of later ages adapted into an emblem of eternity. It scarcely seems proved that savage races, in all their mystic contemplations of the serpent, ever developed out of their own minds the idea, to us so familiar of adopting it as a personification of evil. In ancient times we may ascribe this character perhaps to the monster whose well-known form is to be seen on the mummy cases, the Apophis-serpent of the Egyptian Hades; and it unquestionably belongs to the Wicked Serpent of the Zarathustrians, Aji Dahaka, a figure which bears so remarkable a relation to that of the Semitic serpent of Eden, which may stand in historical connexion with it. A wondrous blending of the ancient rites of Ophiolatry with mystic conceptions of Gnosticism appears in the cultus which tradition (in truth or s'ander) declares the semi-Christian sect of Ophites to have rendered to their tame snake, enticing it out of its chest to coil round the sacramental bread, and worship-

ping it as the great king from heaven, who in the beginning gave to the man and woman the knowledge of the mysteries. Thus the extreme types of religious veneration, from the soberest matter-of-fact to the dreamiest mysticism, find their places in the worship of animals."

Fergusson says: * "There are few things in connexion with the ancient mythology of America more certain than that there existed in that country before its discovery by Columbus extreme veneration for the serpent. Whether or not this should be designated 'worship' is not so clear.

There are few things which at first sight appear to us at the present day so strange, or less easy to account for, than that worship which was once so generally offered to the Serpent God. If not the oldest, it ranks at least among the earliest forms through which the human intellect sought to propitiate the unknown powers. Traces of its existence are found not only in every country of the old world; but before the new was discovered by us, the same strange idolatry had long prevailed there, and even now the worship of the Serpent is found lurking in out-of-the-way corners of the globe, and startles us at times with unhallowed rites which seem generally to have been associated with its prevalence. . . .

When it comes to be closely examined, the worship of the Serpent does not seem so strange as it might at first sight appear. As was well remarked by an ancient author, 'The serpent alone of all animals, without legs or arms, or any of the usual appliances for locomotion, still moves with singular celerity;' and he might have added—grace, for no one who has watched a serpent slowly progressing over the ground, with his head erect, and his body following apparently without exertion, can fail to be struck with the peculiar beauty of the motion. There is no jerk, no reflex motion, as in all other animals, even fishes, but a continual progression in the most graceful curves. Their general form, too, is full of elegance, and their colors varied and sometimes very beautiful, and their eyes bright and piercing. Then, too, the serpent can exist for an indefinite time without food or apparent hunger. He periodically casts his skin, and, as the ancients fabled, by that process renewed his youth. Add to this his longevity, which, though not so great as was often supposed, is still sufficient to make superstitions forget how long an individual may have been revered in order that they may ascribe to him immortality. . . .

When we first meet Serpent worship, either in the Wilderness of Sinai, the Groves of Epidaurus, in Sarmatian huts, or Indian Temples, the Serpent is always the Agatho-dæmon, the bringer of health and good fortune. He is the teacher of wisdom, the oracle of future events. His worship may have originated in fear, but long before we became practically acquainted with it, it had passed to the opposite extreme among its votaries. Any evil that ever was spoken of the serpent, came from those who were outside the pale, and were trying to depreciate what they considered as an accursed superstition. . . .

* Tree and Serpent Worship, by James Fergusson, London, 1873, p. 38.

The essence of Serpent worship is as diametrically opposed to the spirit of the Veda, or of the Bible, as it is possible to conceive two faiths to be; and with unvarying degrees of dilution the spirit of these two works pervades in a greater or less extent all the forms of the religions of the Aryan or Semitic races." *

Prof. Putnam writes:† "That the serpent was prominent in the religious faiths of the Americans is beyond question, and that, to a certain extent, in combination with phallic and solar worship, it extended from Central America to Peru and Mexico, cannot be doubted, whatever its origin. Its existence is shown in Yucatan, as in Cambodia, by sculptures on the ruined buildings which can only be designated as temples. We know from history and art that this form of worship existed in Mexico down to the time of the Spanish invasion and conquest, and that it still survives in the rites of the Zunis and Moquis, and probably other of the Pueblo tribes.

In 1871, Mr. Phené made his discovery of an interesting mound in Argyleshire, Scotland, a figure and brief description of which are given by Miss Gordon Cumming in 'Good Words' for March, 1872. This work has so much in common with the Ohio serpent that Miss Cumming's illustration is here copied for comparison, and I give a brief abstract of her description:

'The mound is situated on a grassy plain. The tail of the serpent rests near the shore of Loch Nell, and the mound gradually rises seventeen to twenty feet in height, and is continued for three hundred feet, forming a double curve like a huge letter S, and wonderfully perfect in anatomical outline. This we perceive the more perfectly on reaching the head, which lies at the western end. . . .

'The head forms a circular cairn, on which at the time of Mr. Phené's first visit (several years previous) there still remained some trace of an altar. . . . which has since wholly disappeared, thanks to the cattle and herd boys. Mr. Phené examined the circular cairn or circle of stones, forming the head, and although it had been previously disturbed, he found three large stones form a megalithic chamber, which contained burnt bones, charcoal, and burnt hazel-nuts, and an implement of flint was also found during the examination. On removing the peat-moss and heather from the ridge of the serpent's back, it was found that the whole length of the spine was carefully constructed, with regularly and symmetrically placed stones, at such an angle as to throw off the rain. . . . The spine is, in fact, a long narrow causeway made of large stones, set like the vertebrae of some of the huge animal. They form a ridge, sloping off at each side, which is continued downward with an arrangement of smaller stones suggestive of ribs. The mound has been found in such a position that the worshippers, standing at the altar would naturally look eastwards, directly along the whole of the great reptile, and across the dark lake to the triple peaks of Ben Cruachan. This position must have been carefully selected, as from no other point are the three peaks visible.'

* Fergusson p. 1-3.

† The Serpent Mound in Ohio, by F. W. Putnam, in the *Century*, April, 1890, p. 876.

General Forlong, in commenting on this, says :

‘Here, then, we have an earth formed snake, emerging in the usual manner from dark water, at the base, as it were, of a triple cone,—Scotland’s Mount Hermon,—just as we so frequently meet snakes and their shrines in the East.’”

Prof. Putnam then proceeds: “Is there not something more than co-incidence in the resemblances between the Loch Nell and the Ohio serpent, to say nothing of the topography of their respective situation? Each has the head pointing west, and each terminates with a circular inclosure, containing an altar, from which, looking along the most prominent portion of the serpent, the rising sun may be seen. If the serpent of Scotland is the symbol of an ancient faith, surely that of Ohio is the same.”

APPENDIX C.

THE OLD BAY HOUSE.

During a conversation with Squire Thomson of Hiawatha he mentioned the former existence of an old log building which he believed to have belonged to the North West Company of Adventurers trading in furs, and although the place is of historical rather than of archæological interest, I accompanied him to the spot, about a quarter of a mile east of the Miller mounds. Bare as is the records of facts concerning this place, a statement of them here may elicit information from other sources.

As Mr. Thomson remembers the building twenty-five years ago, when the log walls, or portions of them, were still standing, the house would be about twenty by twenty-four feet, its length being in line with the lake shore. A fire-place and chimney of stone, and built in the old style, stood outside of the eastern gable. Here the stones now lie in a confused heap. This house was reported to be “always open,” or, in other words, an “open house” for the convenience of traders following the established route of travel between the Huron country and Montreal. If this shelter had been much frequented by white traders, it was pretty certain that the floor area would contain some vestiges of their occupation. Portions of it were accordingly dug up, but with the exception of numerous fragments of Indian pottery, and a few flakes of flint, nothing appeared. Even the occurrence of the pottery could bear no relation to the use of the place by Indians, for they had ceased to use clay vessels of their own making, a hundred years and more before this house was put up. The only inference is that the Old Bay House was erected on the site of an Indian encampment, numerous examples of which exist along the lake shore.

John Howard, the oldest Indian on the Hiawatha Reserve was referred to as the man who could tell most about the house, but although I called three times to see him, I always found that he was out in his canoe, fishing.

Although there is no event of importance connected with this place, the existence of the North West Company forms a stirring chapter in Canadian history, and it is at least worth while noting that the Old Bay House stood here as a stopping place for the Indians, and perhaps for others, on their trading trips.

Not far away from the Old Bay House in a desolate and scraggy little grove on a hill-top over-looking Rice Lake, there stands a small monument over the grave of a Major St. Quintin who is said to have been engaged to one of Captain Anderson's beautiful half-caste daughters. She died of consumption and the Major remained about the place until his own death, many years afterwards.

The story of Captain Anderson's settlement on the reserve, forms an interesting episode in the local annals, and should be written by some one in Otonabee while it is possible to collect all the facts.

Military men ought to be interested in all that concerns British soldiers who have died here, and a record should be compiled relating to the resting-places of such departed veterans. The following is the inscription on the St. Quintin tombstone.

TO THE MEMORY OF
MAJOR FRANCIS JOHN ST. QUINTIN,
LATE OF THE 85TH REGIMENT.
YOUNGEST SON OF THE LATE
WILLIAM THOMAS ST. QUINTIN,
OF SCAMPTON HALL, YORKSHIRE,
ENGLAND.
WHO DIED ON THE 9TH DAY OF
FEBRUARY, A.D. 1857.
AGED 52 YEARS.
*Sincerely regretted by all his
relations and friends.*

APPENDIX D.

BIBLIOGRAPHY OF THE ARCHÆOLOGY OF ONTARIO.

BY A. F. HUNTER, M.A.

The initial work of this list was performed by A. F. Chamberlain, Ph. D., now of Clark University, Worcester, Mass., who made a bibliography including the whole Dominion of Canada (276 titles), published by instalments in our Second, Third and Fourth Reports. The titles referring to Ontario alone (100 altogether) have been collected by A. F. Hunter, M.A., from the previously published parts, and he has added to them upwards of 100 new titles, making a consolidated bibliography for the province. The titles originally given by Dr. Chamberlain are marked (C.), and those added by Mr. Hunter (H.).

The boundaries of the province have not been arbitrarily followed in the preparation of the present list, but bordering districts, such as Montreal and Mackinac Islands, have been included.

It is hoped that this list, though not exhaustive, will facilitate the work of those who desire to cover the ground, or any part of it.

American Antiquarian.

Vol. xiv. (May, 1892), p. 184.
Mentions finds at Lake Nipissing. (H.)

Anderson, Dr. (Director).

National Museum of Antiquities of Scotland. Catalogue, 1892.

Pages 113-115 contain comparative collection of 304 specimens from Canada, mainly Ontario, with counties given in most cases. (H.)

Archæological Journal.

Published under the auspices of the Archæological Institute of Great Britain and Ireland. Vol. xviii. (London, (1861).

Contains (p. 374) brief note on fragments of pottery found beneath a pine tree near the Great (Grand) River, Canada. (C.)

Ashford, Clarence W.

Historical sketch in Belden's Atlas of Simcoe county. Toronto, 1881.

This sketch appeared anonymously, but is known to have been written or compiled by Clarence W. Ashford, since then Secretary of State, Hawaïi, with emendations by Charles

Pelham Mulvaney. It contains numerous references to the antiquities of Simcoe county. (H.)

Bain, James, jr.

The present condition of the old French Fort at Ste. Marie. Proc. Can. Inst., 3rd series, vol. iii., 1886, pp. 278-279.

Brief abstract of paper given. (C.)

The Hurons and French in the Early Days. pp. 165-8 in "The Northern Lakes of Canada" (guide-book). Toronto, 1886.

Contains references to Fort Ste. Marie on the Wye, and Huron remains in the vicinity. The same book (p. 87) has a reference to rock paintings near Longford. (H.)

Barrie Advance (Newspaper).

June 28, 1888.

Mentions skeletons and other remains found at Cameron's Point, Lake Simcoe. (H.)

Barrie Examiner (Newspaper)

October 17, 1895.

Describes ossuary in Flos township and its contents. See also Boyle's Report, 1894-5 (p. 42). (H.)

Barrie Gazette (Newspaper).

December 2, 1896.

Mentions a sword found in Simcoe county. (H.)

Bawtree, Ed W., M.D.

Indian Sepulchral Pits in Canada. Edinburgh New Philosophical Journal, vol. xlv.

See Squier, E. G., and Toronto Empire.

Describes six large ossuaries and their contents, etc., in Simcoe county. (C.)

Bayfield, Capt. Henry Wolsey, R.N.

Hydrographic Chart of Georgian Bay, 1823.

Mentions "Indian figures on the cliff," immediately west of the outlet of French River, three or four miles. (H.)

Beauchamp, Rev. W. M.

Indian Occupation of New York State. Science, vol. xix., p. 76, February 5, 1892.

Notices Huron ossuaries and towns in Ontario. Refers to the possible relation of a few earthworks near Prescott to those of St Lawrence county, N.Y., on opposite side of the river. (H.)

A catalogue of prehistoric works east of the Rocky Mountains. Compiled by Dr. Cyrus Thomas. Sixth annual report of the Bureau of Ethnology. Also reprinted separately.

The references to Ontario are by the Rev. W. M. Beauchamp. (H.)

Southern visits of the Eskimo. Proc of the Am. Assoc., 1894, pp. 344-5.

Brief Abstract. Has references to Eskimo relics found here. (H.)

Iroquois Migrations. Proc. of the Am. Assoc., 1894, p. 345.

Discusses the earliest position of the Hurons, etc. (H.)

Beeman, T. W., M.D.

Lanark county. Fifth Archaeological Report, pp. 15-18, Toronto, 1891.

Gives kinds and descriptions of relics found there, and quantity of each kind. (H.)

Lanark county. Seventh Archaeological Report, pp. 15-17. Toronto, 1894.

Describes specimens found, and gives a list of relics received for the Museum, with localities and names of donors. (H.)

Lanark county; pp. 71-72, Eighth Archaeological Report, Toronto, 1896.

Describes work about the Rideau lakes during 1895. (H.)

Bonnycastle, Sir Richard H.

The Canadas in 1841. Two volumes. 1842.

Vol. ii., p. 31, mentions an ossuary, then lately discovered, near Yonge street, south of Barrie. Presumably it was the Cosgrove ossuary in West Gwillimbury township, and was visited by Bonnycastle in July, 1835. (H.)

Boyle, David

Work and Play among the Indians, iii.; School Work and Play. Toronto. Vol. i. No. 6 (March 15, 1889) p. 6.

Describes, with illustrations, Indian pipes. Figures of "McCallum" pipe in shape of monkey, from Halton county; "Beecroft" pipe of bloodstone, from Nottawasaga; "McKnight" pipe of marble from Beverly township. (C.)

Indian Archaeology. An article in the Toronto *Globe*, vol. xlv., number 190, August 9, 1890.

Illustrated by thirty-five wood cuts of specimens in the Provincial Archaeological Museum. (C.)

The Archaeological Outlook. Proc. Canad. Inst., 3rd series, vol. iv. (1886), pp. 1-7.

At pp. 4-5 describes a find of seventy tomahawks in the township of Beverley; at p. 5 an ossuary in the same district. (C.)

Report of Curator for 1885-1886. *Proc. Canad. Inst.*, 3rd series, vol. iv (1886-7), pp. 208-210.

Enumerates specimens. (C.)

First Archæological Report, 1886-1887, being part of appendix to the report of the Minister of Education, Ontario, 1887, Toronto, 1888, pp. 9-58.

Describes, with 117 figures, part of the collection now in the Provincial Museum. Pages 9-14 describe Mr. Boyle's operations during 1887. Pottery, pp. 18-21; clay pipes, 22-24; stone pipes, 25-30; breast-plates and gorgets, pendants, 30-33; ceremonial weapons, 33-36; totems, tribe-symbols, 36-38; slate spear-heads, 38; grooved axes, 39; gouges, 40; tubes, 41; beads, 42-43; flints, 44-47; grinding and rubbing stones, 48; objects in shell, 49-50; bone and horn, 50-54; copper, 54-56. Village sites and ossuaries, 57-58, (See Hunter, A. F.) (C.)

Second Archæological Report, pp. 9-59, for 1887-8. Being part of appendix to the report of the Minister of Education, Ontario, 1888. Published by order of the Legislative Assembly. Toronto, 1889; pp. 1-59, with eighty-four figures.

Pages 11-12, enumeration of Canadian specimens added to the museum; pp. 20-22, clay pipes from Glenhuron, Nottawasaga, Lambton; pp. 23-28, stone pipes from Frontenac, McGillivray, Lake Moira, London township, Hope Bay (Warton), West Williams township, Nottawasaga; pp. 28-40, implements of stone from McGillivray, Scugog Island, West Middlesex, Nottawasaga, Point Edward, Biddulph, Toronto, Wolfe Island, West Williams, Vaughan, Fort McLeod; pp. 40-41, shell gorgets, London (Ont.); pp. 41-45, flints from Wolfe Island, Fenelon Falls, etc.; p. 46, carved

stone head from Beverly township; pp. 48-50, copper beads from Wolfe Island, Tidd's Island; chisels from Biddulph, Burford and London townships; pp. 51-53, types of recent iron axes from Nottawasaga, Toronto, etc.; pp. 54-59, Bibliog. of the Archaeology of Canada, I. (See Chamberlain, A. F.) (C.)

Third Archæological Report for 1888-9. Toronto, 1889, pp. 1-118.

Introductory remarks, pp. 1-3; archæological remains in the Huron region, 8-15, with map of the township of Nottawasaga showing village sites, graves, and ossuaries, 9; and map of earthwork in the Township 11; detailed description of archæological investigations at village site at Clearville, Kent Co., 15-18; with map, 16; township of Humberstone, 18; York and Vaughan, 19-20; archæological notes, 21-42; with 39 figures, pottery, 21-23; clay pipes, 23-27; stone pipes, 28-31; bone and horn implements, 31-34; flint 35; stone tubes, 35; other stone specimens, 36-37; mortars, 38; copper implements, 39-40; crania (with figure), 41; modern Indian dresses, 42; French relics from village sites of the Hurons, 42-46 (see Hunter, A. F.); exhaustive catalogue of specimens in the Provincial Archæological Museum, 48-101; Bibliog. of the Archaeology of Canada, II., 102-118 (see Chamberlain, A. F.) (C.)

Fourth Archæological Report (1890). Toronto, 1891. 90 pp. Being an Appendix to the Report of the Minister of Education, Ontario. 162 illustrations.

Introductory remarks, pp. 5-7; pp. 8-23 describe Mr. Boyle's operations during 1890, as follow: The Southwold earthwork, 8; Tuscarora and Oneida, 10; Balsam Lake, 12; Lake Weslemkoon (Hastings Co.), 14; Midland, 17; Sainte Marie on the Wye, 18; Parry Sound, 19; Parry Island, 20; Point Abino, 21. Notes on porcupine quill work, 23 (with lithograph on opposite page); invitation quills, 24; pottery, 24-29 (with three full-page plates showing 62 patterns); clay pipes, 29-35; stone pipes, 35-40; hammer-stones,

41-43; game disk, 43; figured tool, 43; flaked stones, 44; stone cup, 45; amulets or gorgets, 45-48; stone carving, 48; disks, 49; totem, 49; slick stone, 50; shell utensils, etc., 50-53; bone, 54; Ojibwa game, 55; horn, 56; unfinished relics, 57-59; copper 59-63; post-European relics, 64-68. Extract, 68-71: Account of the Maquas (Mohawks) by John Megapolensis, jr. Tribal names, 71-73. Balsam Lake, by George E. Laidlaw, 73-77. Bibliog. of the Archeology of Canada III., 78-82, by A. F. Chamberlain. The Algonkian Indians of Baptiste Lake (Ha-tings Co.) by A. F. Chamberlain, 83-90. (H.)

Fifth Archæological Report
Being an Appendix to the Report of the Minister of Education, Ontario. 102 pp., 131 illustrations. Toronto, 1891.

Introductory remarks, 5-6. Notes: paleoliths, etc., 7-10; pp. 11-15 describe Mr. Boyle's operations during 1891, as follow: Southwold earthwork, 11; Malahide, 11-12; Camden, 12; Williamsburgh, 13; Herschell, 13-15; Lanark County, by Dr. T. W. Beeman, 15-18; additions to the museum, 18-22. Notes: pottery, 23-26; clay pipes, 26-28; stone pipes, 29-33; flaked implements, 34-36; celts, chisels, gouges 36-38; various slate specimens, 39-42; finger ring, 43; rubbing tools, 43-44; bone and horn, 44-49; shell, 50; wood, 50; iron tomahawk, 51; copper, 51; British Columbia specimens, 52-56; Crania, 57; Cranial Measurements, by Dr. Susanna P. Boyle, 57-102. (H.)

Sixth Archæological Report
Being an Appendix to the Report of the Minister of Education, Ontario; 34 pp., 15 illustrations. Toronto, 1893.

By a mistake in printing, the title page of this publication was "Fifth Report." General Remarks, pp. 1-3. Notes, 3-6; catalogue of specimens on exhibition at the World's Fair, Chicago, from the Ontario Archæological Museum, 7-14; methods of working, 15; clay pipes, 15-16; stone pipes, 16-19; gorgets,

19-20; bone, 20; copper, 21. The Southwold Earthwork and the Country of the Neutrals, by James H. Coyne, B.A., 22-34. (H.)

Seventh Archæological Report.
Being part of Appendix to the Report of the Minister of Education, Ontario; 22 pp. and 8 figures. Toronto, 1894.

Annual Report, 5; Exhibit at the Columbian Exposition, 6; additions to the Museum, 7; notes, 9; ancient Mexican relics added to the Museum (with seven illustrations) 9-14; Lanark County, by Dr. T. W. Beeman, 15-17; Balsam Lake (with map showing village sites, graves, etc.), by George E. Laidlaw, 17-22. (H.)

Notes on Primitive Man in Ontario. Appendix to the Report of the Minister of Education, Ontario; 98 pp., 263 illustrations. Toronto, 1895.

This publication is a summary of the seven Annual Reports preceding it. It discusses: Whence came the Indians, 5-11; Aborigines of Ontario, 12; social condition, 14; food, 16; religion, 17; medicine men, 18; secret societies, 19; burial customs, 19; earthworks, 20; pottery, 21; clay pipes, 32; flaked tools, 41; stone pipes 48; stone hammers, 56; stone axes or celts, 57; chisels, 59; gouges, 60; slate knives, 61; shell objects, 63; "ceremonial" objects, 65; stone tubes, 69; bone tools, etc., 72; horn implements, 79; teeth, 81; totems, 81; miscellaneous, 82; stone carving, 84; copper implements, etc., 85; stone discs, 90; Conclusion, 91; Extracts from Travels of Peter Kalm, 93-98. (H.)

Eighth Archæological Report.
Appendix to the Report of the Minister of Education, Ontario; 80 pp., 66 illustrations. Toronto, 1896.

Presentation, p. 5; accessions to the Museum, 7; primitive industries and working methods, 29; pp. 33-54 describe Mr. Boyle's operations during 1895 in the counties of Waterloo, 34; Middlesex, 35; Victoria, 40; Lanark, 41; Durham, 41; Sim-

coe, 42; rock paintings at Lake Massanog (Addington Co.) 46; Lanark Co., 51; flints, 54; slate tools, 56; a well-worn adze, 58; clay pipes, 58; stone pipes, 60; pendants, 62; gorgets or amulets, 62; bird amulets, 64; banner stones, 64; women's knives, 65; tubes of stone, 66; small handle-holed hammer, 67; gouges, 68; new form of stone relic, 68; perforated bone awl and bone bangles, 69; Indian armor, 69; Lanark County, by Dr. T. W. Beeman, 71-72; Cave-dwellings, 72. Two Ontario Caves, by R. D. Meyers, 73-74. Extracts of short Historical and Journal Notes, by David Pietersz, De Vries, 1665, 75-79. (H.)

"Before the White Man," Chap. II. in the History of Scarborough.

Refers to Huron Iroquois and Algonkians as former occupants of Scarborough territory; reviews some of their customs, and mentions localities in the township where Indian villages stood.

Boyle, Susanna P., M.D., M.C.

Cranial Measurements. Fifth Archaeological Report, pp. 57-102. Toronto, 1891.

Gives measurements of some 41 crania in the Archaeological Museum, taken with the assistance of Dr. Letitia K. Meade. (H.)

Bressani, J.

Relation Abrégée de quelques Missions des Pères de la Compagnie de Jésus dans la Nouvelle France; par le R. P. F. J. Bressany, de la même Compagnie. Traduit de l'Italien et augmenté d'un avant-propos, de la biographie de l'auteur, et d'un grand nombre de notes et gravures, par le R. P. F. Martin de la même Compagnie. Montreal, 1852.

Chapter III. (pp. 66-78) treats of the "Sol. Nourriture, Vêtement et Caractère des Sauvages de la Nouvelle France;" Burial customs and rites of the Hurons, 101-103; Notes on Wampum, 301-302. The work contains (p. 50) "Tabu'a Novae

Franciae anno 1660," and (p. 280) "Carte de l'ancien pays des Hurons," besides numerous engravings; pp. 330-333 are taken up with explanatory notes on the maps and engravings. On p. 101 is a note relating to an ossuary discovered near Penetanguishene in 1846, and on p. 333, references to the ruins of Fort Ste. Marie on the Wye. (See also Martin, Rev. Felix.) (C.)

Brinton, D.G., M.D.

Lenâpé Conversations. Journal of American Folklore, Vol. i., 1888, pp. 37-43.

Conversations with the Rev. A. S. Anthony, a Canadian Delaware Indian. Notes on weapons, 38-39; utensils, 39; bats, 40; houses, 50; games, and implements used in them, 40; hooks, 41; sweat lodges, 41; trephining, 41. (C.)

British Colonial Newspaper.

September 24, 1847.

Contains accounts of the discovery and character of Indian ossuaries. (Title from Squier's Antiquities of the State of New York, p. 100). (C.)

Brown, Wm.

"Four years in Canada and the United States." Leeds, 1849.

Refers to the finding of Indian skeletons on the banks of the River Rouge.

Bryce, Rev. Prof. Geo. LL.D.

The Winnipeg Mound Region: Being the most northerly district where mounds have been examined on the American continent. Proc. of the Am. Assoc., 1889, pp. 344-5.

Abstract of paper; has references to the Rainy River Mounds. (H.)

Trans. Manitoba Hist. and Scientific Soc'y. No. 18. "The Mound Builders."

Describes the mounds of Rainy River. (H.)

**Campbell, Prof. John, LL.D.,
F.R.S.C.**

The American Indian: What
and Whence? (Canadian
Magazine, Vol. ii., No. 4,
Feb. 1894, pp. 305-319).

Notices of Western Ontario mounds at
p. 309, and other archaeological fea-
tures. (H.)

**Canadian Antiquarian and
Numismatic Journal, The.**

Published quarterly by the
Numismatic and Antiquar-
ian Society of Montreal.
Vol. iii. (1874-5) pp. 110-112.

Interpretation of Indian wampum belts.
Interpretation of three belts of wam-
pum sent to Canada by the Mohawks
in 1639. (See Lit and Hist. Soc. of
Quebec.) (C.)

Vol. iii. pp. 167-169.

Indian dress, love-making, feasts,
burials, from MS. letter of Soeur Ste.
Hélène, published by Abbe Verran.
(See Revue Canadienne, Feb., 1875,
pp. 108-9.) (C.)

**Canadian Indian, The. (Sault
Ste Marie)**

Vol. i., Nos. 1-12 (Oct. 1890—
Sept. 1891.)

Its publication ceased at the end of
one year. Contains (pp. 6-7) a few
remarks on mounds, burial places,
etc. Indian Sepulture, p. 62. Cana-
dian Mound-builders, pp. 94, 101,
138, 203, 238. A fishing station of
the Ancient Hurons identified. By
Joseph Wallace, Sr., 134 Indian
remains near Sarnia, 299. (C. H.)

Canniff, William, M.D.

History of the Settlement of
Upper Canada, with special
reference to the Bay of
Quinte District. Toronto,
1869, xxi., 671.

Notes p. 380, site of Indian village
at Cataraqui; battleground, p. 393;
island scene of massacre, 407. (C.)

Carroll, Rev. John.

Case and his Contemporaries.
Vol. i. (1867).

At pp. 164-5 is a description from Rev.
Dr. Reed of Indian remains at the

north end of Burlington Beach;
artificial excavations, quantities of
human bones, stones, arrow-heads,
hatchets, etc., and a large burial
mound. (Also described in Jones'
"History of the Ojibways," p. 112.
(H.)

Carruthers, John

Retrospect of Thirty-six Years'
Residence in Canada West.
Hamilton, 1861.

Mentions at p. 231 an Indian burial
ground on the Holland River, Simcoe
county. (H.)

**Chamberlain, A. F., M. A.,
Ph.D.**

The Archæology of Scugog
Island. Port Perry *Stan-
dard*, March 7, 1889, p. 2.

Describes graves, and camp or village
sites, on Noncon Island, (part of
Scugog Island), Lake Scugog, Onta-
rio county, with specimens obtained
therefrom. (C.)

Contributions towards a Biblio-
graphy of the Archæology of
the Dominion of Canada
and Newfoundland, I.

(See Boyle, D.—Second Archaeological
Report. Contains seventy-four titles,
of which thirty-four relate to Onta-
rio. (C.)

Contributions toward a Biblio-
graphy of the Archæology of
the Dominion of Canada
and Newfoundland, II.
(Third Archaeological Re-
port, pp. 102-118).

Contains 160 titles of which fifty-six
relate to Ontario. (C.)

Contributions toward a Biblio-
graphy of the Archæology
of the Dominion of Canada
and Newfoundland, III.
(Fourth Archaeological Re-
port, pp. 78-82.)

Contains forty-two titles, of which
fourteen relate to Ontario. (H.)

Notes on the history, customs
and beliefs of the Mississag-
ua Indians. Journal of
American Folk-Lore. Vol.
i., 1888, pp. 150-160.

Describes, p. 154, method of fishing:
p. 155, gathering and drying rice;
p. 156, manufactures. (C.)

The Algonkian Indians of
Baptiste Lake. Fourth Archaeological Report, Toronto,
1891, 83-90.

Describes the customs, language, etc.,
of the small band there, visited in
September, 1890. (H.)

Copway G.

Traditional History of the
Ojibway Nation (1850).

At p. 87, etc., appears notice of remains in Percy township, Northumberland county, and probable explanation of their origin. (H.)

Coyne James H., B.A.

The Southwold Earthwork and
the Country of the Neutrals,
pp. 22-34, in Sixth Archaeological Report. Toronto,
1893.

A digest of the information, in regard
to the Neutrals, contained in Champlain's works, Sagard's History, the Relations and Journal of the Jesuits, and Sanson's map of 1656; and considered in reference to the aboriginal remains found in the Neutral Country. (H.)

The Country of the Neutrals
(as far as comprised in the
County of Elgin) from
Champlain to Talbot, 44 pp.,
with facsimile of Galinee's
map of 1670. St. Thomas,
1895.

A reprint in pamphlet form (as far as
page 22) of the foregoing article with
revisions. The added material (pp.
22-44) brings the history of the district down to 1803. (H.)

Creemore Star.

June 12, 1890.

Describes at some length a find of
Indian relics in Nottawasaga township. (H.)

September 21, 1893.

Mentions finds in Nottawasaga township. (H.)

Croft, Henry, LL D.

Report on implements found
near Brockville. Canadian
Journal, new series, vol. i.
(1856), pp. 334-336. See
Reynolds, Thos.

Chemical analysis of copper implements. (C.)

Dade, Rev. C.

Indian remains. Canadian
Journal, vol. i. (1852-1853),
p. 6.

Describes an Indian burying ground in
Beverly township, some ten miles
from Dundas. (C.)

Dawson, Sir John William, M A, LL D, F.R S, etc.

On a specimen of Aboriginal
Pottery in the Museum of
the Natural History Society
of Montreal. Canadian
Naturalist and Geologist and
proceedings of the Natural
History Society of Montreal,
vol. iv. (1859) pp. 186-190
(with figure, p. 188). Article
is signed "J. W. D."

Describes earthen vessel found on lot
4, 8th range of lots in Clarendon
township, Frontenac county, in July,
1859, together with stone enclosure.
(C.)

Notes on Aboriginal Antiquities recently discovered
in the Island of Montreal.
Ibid. vol. v., 1860, pp. 430-
449. Signed "J. W. D."

Describes, pp. 432-434, skeletons,
skulls (with figure p. 433), remains
of articles of food, 434; earthen vessels,
434-5, with six figures on
p. 435; tobacco pipes, 435 (with
figure of clay pipe, p. 436; other
earthen objects, p. 435-6; bone
implements, 436-7 (with figure of
awl, p. 437); iron implements, 437
(with figure of knife); historical
importance of discoveries, 437-49;
plan of Hochelaga from Ramusio,
446. (C.)

Additional Notes on Aboriginal
Antiquities found at

Montreal. *Ibid.* vol. vi.,
1861, pp. 362-373. Signed
"J. W. D."

Treats of articles found on site of
Indian village, near Metcalfe St.,
Montreal. Human remains, pp.
364-369; beads and wampum, 369
(with two figures); bone implements,
369-370 (with three figures); pipes,
370-371 (with two figures); earthen
vessels, 371-372 (with one figure);
stone implements, 372; metallic
articles 372; articles of food, 373.
(C.)

Notes on Indian Beads pre-
sented to the Natural His-
tory Society, by James Robb,
Esq., Mining Engineer.

Ibid. vol. vi. 1861, p. 471.
Signed "J. W. D."

Describes beads of native copper found
in an old burying-place on a small
island in the St. Lawrence, near
Brockville. (C.)

Fossil Men and their modern
Representatives. An attempt
to illustrate the characters
and condition of pre-historic
men in Europe, by those of
the American Races. Illus-
trated. London (1880).

Has numerous references to the relics,
etc., found at Hochelaga. Describes
many features of Ontario Archæ-
ology. (C.H.)

Dawson. Geo. M, LL.D.,
F.G.S.

Sketch of the past and pre-
sent condition of the Indians
of Canada. Canadian Natu-
ralist and Geologist. New
series, vol. ix. (1881) pp. 129-
159. (C.)

Ducreux. Father.

Historia Canadensis (1660)
(Creuxius.)

Contains the only map (a little diagram
in the corner of a large map) that
lays down the positions of the Huron
villages. It was reproduced in Can-
adian Journal, vol. ii. (second series)
p. 402. (H.)

Duns, Prof.

On Stone implements from
Nova Scotia and Canada.
Proc. of Soc. of Antiq. of
Scot. New Series, vol. iii.
(1879-80). Edinburgh, 1880,
pp. 176-180.

Describes porphyrite scraper, etc.,
from Lake Superior, and arrow-heads
from Canada West. (C.)

Fairbank, Dr. F. R.

On some flint arrow-heads
from Canada. Journ. An-
throp. Soc. London, vol. ii.
(1864), pp. 64-65. Bound up
with Anthropol. Rev., vol. iv.
(1864).

Deals with some arrow-heads ploughed
up on the shore of Lake Erie. (C.)

Galt, John.

Autobiography.

At p. 140, vol. ii., mentions, upon the
authority of Mr. Ridout, an enclo-
sure on the Oak Ridges, near Yonge
Street. (H.)

Gibb, Sir George Duncan.

Stone implements and frag-
ments of pottery from Can-
ada. Report of Proc. of Brit.
Assoc. for Adv. of Science.
Forty-second meeting, 1872,
p. 186. (C.)

Stone implements and frag-
ments of pottery from Can-
ada. Journ. Anthropol. Inst.
of Gt. Brit. and Irel., vol.
iii. (1874), pp. 65-69, and 2
plates.

Describes arrow-heads from Quebec,
Island of Montreal, Saguenay Dis-
trict, Ottawa River and Chippewa
(Ont.); pottery from Lake Erie,
Montreal Island and Brant county;
hatchets from Niagara; spear-head
from the Saguenay. (C.)

Canadian stone implements
and fragments of pottery,
pp. 181-185. Canad. Antiq.
and Numism. Journal, vol.
iii. (1874-5).

Describes, 182-3, two spear-heads from Saguenay District, two hatchets from Niagara Falls, one from Chippewa, four from Niagara, one from Ft. Wm. Henry, and one from Quebec; 183-4 three fragments of pottery, one from north shore of Lake Erie, and two from the Island of Montreal. (C.)

Glyndon, M. W.

The Mound Builders. The Indian (Hagersville) p 2, Feb. 3; p. 37, Mar. 3.

Has general remarks on the Lake Superior Copper Mines, worked by the aborigines. (H.)

Greene, W.

On some processes in use among the Hurons (of Lorette) in dyeing. Trans., Lit. and Hist. Soc. of Quebec, vol. ii., (1831), pp. 23-25. (C.)

Notes respecting textile substances in use among the North American Indians. *Ib.*, pp. 310-312. (C.)

Guest, F. W.

Ancient Indian remains near Prescott, C. W. Ann. Report Smithsonian Inst., 1856, pp. 271-276, with eleven figures.

Describes mounds in Augusta Township, eight and one-half miles north-west of Prescott, Ontario, and similar structures near Spencerville. (C.)

Hale, Horatio, M A.

On the nature and origin of Wampum. Report of Proc. of Brit. Assoc. for Adv. of Science. Fifty-fourth meeting (Montreal, 1884), London, 1885, pp. 910-911.

(Abstract). General Notes. (C.)

In "Magazine of American History," vol. (1883) p. 479.

Notices a curious carved oak image of Sasataretsi, "king" of the Wendats or Hurons. (C.)

The origin of Primitive Money. Popular Science Monthly, Jan. 1886, pp. 296-307.

Discusses the origin, use, distribution, etc., of wampum, shell money, etc., with numerous illustrations pp. 303, 305, 306. (C.)

Indian Migrations, as evidenced by language. Read before the Am. Assoc. in Montreal, 1882. Issued in pamphlet form.

Mr. Hale conjectures that the Hurons took their rise in Eastern Canada. (H.)

The Fall of Hochelaga. Journal of American Folk-Lore. Jan.-Mar., 1894.

Discusses early Huron migrations (H.)

Iroquois Book of Rites.

Describes the Wampum belts of the Mohawks near Brantford, and other interesting archaeological features. (H.)

Hall, Capt Basil, R.N.

Travels in North America in 1827-8. Three vols., 1829.

At p. 263, vol. i., he describes the annual distribution of presents at Holland Landing in 1827, with minute accounts of the ear-rings, necklaces and other ornaments worn by the Ojibways on that occasion. (H.)

Hamilton J. C., LL.B.

The Georgian Bay.

Contains numerous references to the antiquities of that district. (H.)

Harris, Very Rev. W. R.

History of the early missions in Western Canada. Toronto, 1893.

Huron rites noticed at pp 41-2. (H.)

"The Flint Workers," chap. v. in "The Catholic Church in the Niagara Peninsula," (Toronto, 1895).

Discusses Neutral Remains, the Tobacco Nation, the Five Nations, Wars of the Neutrals, Population, Flint Workers, Wood and Bone Carvers, Neutral Wigwams, Building of the Long-house, Mechanical

Skill, Weaving and Mat-making, Tanning, Tally-bones, Beginnings of Literature, Wampum Belts, Pipes, and the Shamans or Medicine-men, with numerous illustrations. (H)

Harvey, Arthur.

The first shot fired in war in Canada. The Indian (Hagersville), Feb. 3, p. 3 and p. 26, Feb. 17.

Describes Champlain's tour through Ontario, etc., in 1615-6, with references to Ontario tribes as Neolithic. (H.)

Wanted; the Indians' account of themselves from 1650 to 1700. The Indian (Hagersville), Dec. 22, p. 249.

References to the Iroquois-Chippewa wars about Georgian Bay, subsequent to 1650. (H.)

Allumette Island. Magazine of American History (1887).

A paper on the archæological features, etc., of that part of the Ottawa Valley. (H.)

Henry, Alex.

Travels and Adventures in Canada (1809).

At p. 111 mention is made of the skull cave on Mackinaw Island. (H.)

Hind, Henry Yule, M.A., F.R.G.S.

Narrative of the Canadian Red River exploring expedition of 1857, and of the Assiniboine and Saskatchewan exploring expedition of 1858, London, 1860. Two vols. Vol. i., pp. xx, 494. Vol. ii., pp. xvi., 472.

Vol. i., pp. 89-90, describe Indian mounds near Long Rapids, Rainy River; description and discussion of Wampum, 417-420, (references to Lafitau, Sagard, Champlain and Bressany).

Vol. ii., figures of tobacco pipes of the Ojibways of Rainy Lake, p. 139; Huron ossuaries, 165, etc. (C.)

Hirschfelder, C. A.

Gi-ye-wa-no-us-qua-go-wa. Sacrifice of the White Dog. The Indian, pp. 73-74, 86-87, 98-99 (1886).

General description of sacrifice of White Dog by the Canadian Onondagas. Describes preparation and adorning the dog, p. 86. (C.)

A Ceremonial Ornament. The Indian. March 17th, 1886, (No. 5) p. 49.

Describes a stone found on Christian Island, Georgian Bay, semi-circular, with hole through the centre. (C)

Anthropological Discoveries in Canada. Read before the Canadian Institute Nov. 18, 1882.

This paper appeared in the *Toronto Mail* Dec. 2, 1882. It deals with the ossuaries of Simcoe Co. (C.)

The Practical and Theoretical Study of Anthropology. Read before the Canadian Institute March 31, 1883.

This paper appeared in the *Toronto Mail* April 14, 1883. (C.)

Anthropological Discoveries in Canada. Report of proceedings of British Association for Advancement of Science. Fifty-fourth meeting (Montreal, 1884), pp. 915-916.

[Abstract.] Brief general description of forts, burial places, ossuaries, archæological relics. (C.)

Burial customs of the Hurons. Proc. of the Am. Asso., 1891, pp. 363-5.

Mentions ossuary burials, mounds and single graves. Reprinted in *The Week* (Toronto). (H.)

Ancient Earthworks in Ontario. Proc. of the Am. Assoc., 1892, pp. 289-90.

Brief abstract. An abridgement of this paper appeared in *The American Antiquarian*, Jan., 1893, vol. xv., No. 1, pp. 42-45. Describes earthworks in South Orillia; on a small island in Lake Couchiching; in Lambton, Elgin and York counties. (H.)

Evidences of Prehistoric Trade in Ontario. Proc. of the Am. Assoc., 1892, p. 290.

Brief abstract of paper given. (H.)

History of the County of York.

C. Blackett Robinson, publisher, Toronto, 1885. Two vols.

Describes (vol. i., p. 107) Indian sites at River Rouge, Greenvale and Claremont in Pickering Township: village site on lot 9, con. 8, Whitechurch, opened in 1848, pp. 148-149; on lot 16, con. 6, pp. 149-150: site near Aurora, p. 150. (C.)

Holmes, W. H.

Sacred Pipestone Quarries of Minnesota and ancient Copper Mines of Lake Superior. Proc. of the Am. Assoc., 1892, pp. 277-9.

Describes Aboriginal mines on Isle Royale. (H.)

Hough, Walter.

Aboriginal Fire-making. American Anthropologist, Washington. Vol. iii., 1890, pp. 359-371.

Contains description of Huron fire-making from Lafitau (p. 362), figure of pump-drill used by Onondaga Indians of Canada in 1883 (p. 364) with description of same (p. 365). (C.)

Hunter, A. F., M.A.

Ahoendoe, the last refuge of the Hurons. The Indian (Hagersville), vol. i., p. 217 (1886).

Describes flight of the Hurons (after attack of Iroquois in 1649) to the island of Ahoendoe (Christian Island) in Georgian Bay, and the relics found there. Ruins of fort, stone enclosures, pottery, etc. (C.)

Villages and ossuaries of the Hurons. First Archaeological report, 1886-7. Toronto, 1888.

General description and enumeration of Huron village sites in Simcoe Co., p. 57; description of ossuaries and remains found therein, p. 58. (C.)

French relics from village sites of the Hurons. The geographical distribution of these relics in the counties of Simcoe, York and Ontario. Third Archaeological report, 1888-9. Toronto, 1889.

Pp. 42-46. This paper discusses in detail the important question of the distribution of French relics in the Huron region, with a tabulated statement showing their locations. (C.)

National characteristics and migrations of the Hurons as indicated by their remains in North Simcoe.

Read before the Canadian Institute, Sept. 25, 1891. Transactions of the Canadian Institute, (fourth series), vol. iii, pp. 225-228, with map. Toronto, 1893. (H.)

Indian, The (Hagersville, Hal- dmand Co) edited by Dr. P. Jones

(Dec. 30, 1885, to Dec. 29, 1886)
Nos. 1-24, 264 quarto pp.

The publication of this journal lasted but one year, that above defined. It contained useful archaeological notes, the more important as follows:

The Ontario Archaeological Museum. Circular of David Boyle, curator No. 1 (Dec. 30, 1885,) p. 6.

The first shot fired in war in Canada, by Arthur Harvey. (Feb. 3, p. 3 and p. 26, Feb. 17). Describes Champlain's tour of 1615, with references to Ontario Indians as Neolithic tribes.

The Mound Builders, by M. W. Glyndon (Hamilton), p. 2, Feb. 3, p. 37, March 3. General remarks on the Lake Superior copper mines.

Grant asked for a Provincial Museum, p. 35.

A Ceremonial Ornament, by C. A. Hirschfelder, p. 49, March 17. Describes a specimen found on Christian Island, Georgian Bay.

Short note on discovery of Indian skeleton at Adolphustown, p. 49, March 17.

American Antiquities, pp. 50, 61.

Mound Builders (Rainy River), p. 51.

Gi-ye-wa-no-us-qua-go-wa, sacrifice of the white dog. By C. A. Hirschfelder, pp. 73-74, pp. 86-87, pp. 98-99.

Short note on discovery of Indian skeleton with Queen Elizabeth musket, kettle, etc., in 7th concession, London township, p. 82.

Short note on Ossuary, in Markham township, p. 102.

How our ancestors wrote. Picture writing, pp. 137, 149, 163, 176, with specimens.

Old Indian Relics—Interesting discovery in Tiny township (Simcoe Co.) p. 143.

Indian Relics. Find at Withrow ave., Toronto, p. 158.

Short note on Northern Algonquin custom of building fires on newly made graves, p. 187.

Ahoendoe, the last refuge of the Hurons, by A. F. Hunter, p. 217.

Discovery of Indian graveyard in Biscontin Island, Lake Nipissing, p. 247. (C., H.)

Irish, William C.

In report of Smithsonian Institution, 1879, p. 448.

Reports that mounds and graves occur two miles east of Brighton, on Presqu'île Point; similar mounds are on Reddick's farm, four miles west of the first mentioned. (C.)

Jameson, Mrs.

Winter Studies and Summer Rambles in Canada. London, 1838. Three vols.

Describes (vol. iii., p. 324) Indian graves; "Island of Skulls," an ancient sepulchre of the Hurons, Georgian Bay, p. 327. (C.)

Jones, Rev. Peter.

History of the Ojebway Indians, 1861.

Chap. v. (pp. 70—), mode of life, wigwams, ancient domestic imple-

ments, mode of travelling dress; mode of burying the dead (98-100); reference to Skull Island, Georgian Bay (112); weapons of war (131-2); amusements (134-5); wampum (139-140). The following plates accompany the work: Opp. p. 73, plate containing figures of pottery and pipes; p. 83 and p. 85, idols; p. 99, Muncey graves; 131, weapons; 135, drums, rattles, etc.; 145, implements of medicine men. (C.)

Life and Journals of Kah-ke-wa-quo-na-by. (Rev. Peter Jones), Wesleyan missionary. Toronto, 1860.

Pages 43-4, description of Pagan "Temple" at Munceytown; pp. 233-4, ornaments; p. 242, deerfence; p. 385, reference to Skull Island, Georgian Bay. (C.)

Journal of Education for Upper Canada.

Edited by the Rev. Egerton Ryerson, D.D., chief superintendent of schools, assisted by Dr. J. George Hodgins, deputy superintendent. Vol. xviii. (1865). Toronto, 1865.

Canadian Archaeology, pp. 3-4; general remarks on the Huron-Iroquois, p. 3; relics discovered in Hospital street, Montreal, 4; Village of Hochelaga, 4; notice of relics discovered in Augusta township, near Prescott, mounds, tumuli, etc., 4; near Spencerville, in Edwardsburgh township, similar to foregoing, pottery, etc. (C)

Ditto. Edited by the Rev. Egerton Ryerson, D.D., chief superintendent of schools, assisted by Dr. J. George Hodgins, deputy superintendent. Vol. xiv. (1861), p. 16.

Short note on Indian relics discovered at Montreal. (C.)

Kalm, Peter.

Travels into North America. Three vols. London, 1770.

Passim. The Hurons, p. 178, vol. iii. Various items reprinted in "Primitive Man in Ontario." (Boyle.) (H.)

Kelton, Dwight H, Capt.

Annals of Fort Mackinac.

Describes prehistoric remains of Mackinac Island. (H.)

Kennedy, Wm.

Some Evidences of Commercial Transactions in Prehistoric Times. A paper read before the Hamilton Association, 1885-6.

Describes, generally, the evidences in Europe and America. At pp. 26, 31 are references to finds in Beverly township. (H.)

Kohl, J. G.

Kitchi Gami. Wanderings round Lake Superior (Trans. Lascelles Wraxall). London, 1860, pp. xii, 428.

Contains very full descriptions of the Chippeway (Ojibwa) customs, etc., around Lake Superior. (C.)

Laborbeau, Rev. Th. F.

Reminiscences of the Huron Missions. Proc. Can. Inst., 1887.

Abstract given of paper which embodies some of his investigations of Huron sites. (H.)

Laftau, P.

Mœurs des Sauvages Amérindiens. Four vols. Paris, 1724.

Contains much interesting material concerning Indian manners and customs, weapons, etc. (H.)

La Hontan, M. Le Baron de.

Nouveaux Voyages dans l'Amérique Septentrionale, etc. A la Haye, 1703. Two vols.

Vol. i. Facing p. 35, full page illustration of Iroquois bark canoe and paddle, description of same, p. 35; pp. 47-8, calumet de paix; p. 48, collier, belts of wampum; facing p. 73, figure of snowshoes (raquettes), description, 73-4.

Vol. ii. Title is: *Memoirs de l'Amérique Septentrionale ou la suite des Voyages de M. le Baron de Lahontan*; pp. 151-2, burial; facing p. 175, figures of bow, arrow and tomahawks; facing p. 189, totems of Hurons, Ouataouas, Nadouissis (Sioux), Illinois; armours, 189-91; facing p. 190, totem of Outchipoues (Sauteurs), Outagamis, Oumamis, Pouteouatamis; opp. p. 191, full page of "Hieroglyphes," with explanations on pp 191-4. (C.)

Laidlaw, George E.

Balsam Lake, pp. 73-77, Fourth Archæological Report. Toronto, 1891.

Describes village sites, camp sites, etc., along the old Huron trail from Balsam Lake to Lake Simcoe, and on the islands in the former. Also describes relics found at these sites and in the vicinity. (H.)

Canadian Relics. The American Antiquarian. Vol. xiii., p. 113. (H.)

Balsam Lake, pp. 17-22. Seventh Archæological Report.

The map accompanying this article shows village sites, graves, etc., in the vicinity of Balsam Lake. A discussion of these is given, and descriptions of relics found at various places shown on the map. (H.)

Aboriginal Remains of Balsam Lake. The American Antiquarian. Vol. xviii., p. 276. (Sept., 1896.) (H.)

Lang, J. D., D.D.

Origin and Migrations of the Polynesian Nation. First edition, 1834.

Brief reference to earthwork near Lake Simcoe in foot note to p. 109. Note not in second edition. (H.)

Langton, John, M.A.

On the early discoveries of the French in North America. Canadian Journal, November, 1857.

Accompanied by a reprint of Ducreux's map of the Huron villages. (H.)

Laverdiere l'Abbe.

Euvres de Champlain, publiées sous le patronage de l'Université Laval. Four vols., 1870.

The editor, l'Abbe Laverdiere, quotes Dr. J. C. Tache's archaeological researches on Huron village sites, etc., in foot notes to vol. iii. (H.)

Lawson, A. C.

Ancient rock inscriptions on the Lake of the Woods. *American Naturalist*, vol. xix., 1885, pp. 654-658. Illus.

The above paper has been reprinted in pamphlet form. (C.)

McDonnell, Wm.

Manita. A legend. (Pamphlet). (Toronto, 1888.)

Relates to Indian burial place at Bald Point, Sturgeon Lake, Victoria Co. (H.)

Macdougall, Alan, M. Inst. C.E., F.R.S.E.

The Indian as an Artist. Trans. Can. Inst. Fourth series. Vol. iii., p. 42.

Abstract of paper given. Mentions similarity of their art and that of moundbuilders. (H.)

MacLachlan, R. W.

Indian Stone Pipes. The Canadian Antiquarian and Numismatic Journal, Montreal, vol. iv., 1875-1876, pp. 15-22, with plate.

Describes pipes of Flathead Indians, 20; pipe found at Balsam Lake, Peterboro Co., 20; pipe from Hochelaga, 21. (C.)

Fragments from the Stone Age of Montreal. The Canadian Antiquarian and Numismatic Journal, vol. iv., 1875-1876, pp. 174-181, with plate.

Spear and arrow heads, 176-177; whetstone, 178; stone hammer, 178; axe, 179; stone celt, 179; knife, 180. (C.)

Maclean, Rev. John, M.A., Ph.D.

Canadian Savage Folk. Toronto, 1896.

Has many references to interesting features of Ontario archaeology. (H.)

The Indians; their manners and customs. Toronto, 1889, pp. x, 350.

Gives interesting accounts of wampum, pp. 16-20; Indian burial customs, 29-36; the peace-pipe, 54-7; Indian charms, 70-3; picture-writing, 90-4; iron-stone idol, 201-3. (C.)

Martin, Father Felix, S. J.

Life of the Rev. Isaac Jogues.

Appendix A contains full description of Huron village sites in Simcoe Co. at which Father Jogues is supposed to have labored. (H.)

Relation Abregée (Bressani).

The notes to Father Martin's Montreal edition (1852) of this Relation contained much archaeological material concerning the Hurons. (See Bressani.) (H.)

Meyers, R. D.

Two Ontario Caves, pp. 73-74. Eighth Archaeological Report. Toronto, 1896.

Examination of two caves in Hastings Co. to determine to what extent they were used by Indians. (H.)

Montgomery, Prof. Henry, Ph. D.

Indian remains in Simcoe and Muskoka. Toronto *Globe*, Aug. 3, 1878.

Mentions Huron ossuaries, burial pits, village sites, pottery, etc., in Medonte township, Simcoe Co., and supposed picture-writing on rock in Muskoka. (H.)

Naturaliste Canadien. Le.

Age de la pierre taillie chez nos Aborigenes. Tome xvi., 1886-1887, pp. 65-72.

Discusses the stone age in Canada. (C.)

Nature.

VI. 264 (1872.)

Wilson on the Huron Indians.

Crillia Packet.

June 21, 1889.

Describes fishing stakes at the Narrows, Lake Simcoe. (H.)

Parkman, Francis, LL.D.

The Pioneers of France in the New World.

Notices Dr. Tache's examination of Huron sites. (H.)

La Salle and the Discovery of the Great West.

Notices of Aboriginal customs. (H.)

Jesuits in North America in the Seventeenth Century. (1867.)

At p. 79 occurs a footnote on Dr. Tache's examination of bonepits, etc., of the Hurons. (H.)

Peterborough Examiner

Sept. 5, 1896.

Contains description of the Otnabee and Asphodel mounds. (H.)

Reynolds, Thomas, M D.

Discovery of copper and other Indian relics near Brockville. *Canadian Journal*, new Series, 1856, pp. 328-334, with 4 figures in text.

Describes discoveries of chisels, knives, together with a portion of a pipe, a clay mask, etc., at Les Galois Rapids, while digging the St. Lawrence Canal, in 1847. (C.)

Sagard [Theodat], F. Gabriel.

Le Grand Voyage au Pays des Hurons situé en l'Amérique vers la mer douce, es dernières confins de la

Nouvelle France dite Canada, avec un dictionnaire de la langue Huronne, etc. A Paris, 1632. Nouvelle Edition. Publiée par M. Emile Chevalier. Paris, Librairie Tross, 1865. Deux Tomes, pp. (orig. paging, 380.)

Describes Canots (canoes), p. 89 (129); vessels of bark, 91 (132); cradles, 118 (170); chapelets, 135-6 (194-5); burials, 199 (285), 200 (287); birch-bark drawing, 245 (348), 246 (349); De la grande feste des Mort, 203-6 (291-5.) (C.)

Scadding, Rev. Henry, D D

Toronto of Old. (Toronto, 1873.)

At pp. 399-401 describes Indian burying ground at the Sandhill, Yonge Street, near Bloor Street; p. 400, Upper Canada Proclamation for the protection of Indian burying grounds, etc. (H.)

Schoolcraft, H. R.

Onéota; or, characteristics of the Red race. (1845.)

Notices (p. 326) earthworks near Dundas, five to eight miles in length. (See also Esquier, p. 142.) (C.)

The Indian in his Wigwam; or, characteristics of the Red Race of America. (New York, 1847.)

Pp. 324-7 contain a letter, dated from Dundas, Oct 26, 1843, giving an account of a visit to an ossuary in Beverly township. At page 130 is a tradition of "Aingodon and Nay-wadaha," apparently referring to the neighborhood of Lake Simcoe. (C.)

Science (New York)

Vol. iv. (1884) pp. 316-320.

Brief abstracts of papers read at Montreal meeting of the Brit. Assoc. for Adv. of Science.

Huron-Iroquois as typical race of Amer. Aborigines. Wilson, 318.

Anthropological Discoveries in Canada. Hirschfelder, 318.

Origin of Wampum. Hale, 320. (C.)

Sellar, Robert.

History of the County of Huntingdon and of the Seigniories of Chateauguay and Beauharnois, from their first settlement to the year 1838. Huntingdon, P. Q., 1888, pp. viii., 584.

Notices (pp. 4-5) mound on Nun's Island, and (p. 5) relics found in Chateauguay. (C.)

Shea, Dr. John Gilmory.

Summary of the character and history of the Tobacco Nation. *Historical Magazine*, v. 262.

Title is: "An Historical Sketch of the Tionontates or Dinondadies, now called Wyandots." It has references to the remains of the Tobacco Nation found near Georgian Bay, in Simcoe Co. (H.)

Slafter, Rev. E. F., M.A.

Champlain's Voyages. Translated into English by Dr. C. Pomeroy Otis. With memoir by Rev. E. F. Slafter. Issued by the Prince Society; Boston, 1878-82. 3 vols.

In vol. i., the memoir has footnotes locating sites of Huron villages visited by Champlain, as laid down by investigations of Dr. J. C. Taché. (H.)

Smith, W. H.

Canada: Past, Present and Future. Toronto, 1851. 2 vols.

Vol. i., p. 35, mentions origin of "The Point of Skulls," about twenty miles beyond Sault Ste. Marie. (H.)

Squier, E. G., M. A.

Antiquities of the State of New York, being the results of extensive original surveys and explorations, with a supplement on the Antiquities of the West. Buffalo, 1851.

Notices (pp. 15-16), remains found on Canadian side opposite Morrisville by Dr. Reynolds (q. v.); p. 16, figure of terra cotta mask found there. Pages 100-107, treat of ossuaries, etc., in Simcoe Co. after Bawtree (q. v.) P. 100, human bones, etc., discovered near Barrie in 1846, ossuary near St. Vincents (Vincents); 100-103, ossuary near Penetanguishene in Township of Giny (read Tiny), examined in 1847, from which skulls, 26 kettles of copper and brass, 3 large conch-shells, piece of beaver-skin, large iron axe, human hair, copper bracelet, beads, etc., were taken, description of pit, p. 101, kettles, 100-102 (figure on p. 102); axe, with figure, 102; pipe, 102-103; beads, 103. Pages 103-104, describe another pit (two miles from above), and contents; 104-105, a pit discovered in Oro township in November, 1847, in which several hundred skeletons, 26 kettles, one conch-shell one iron axe, a number of flat perforated shell-beads and pipe were found. Pages 105-6 describe a pit in the Township of Giny (Tiny) from which a large number of skeletons, 16 conch-shells, a stone and a clay pipe, copper bracelets, and ear-ornaments, red pipestone beads, and copper arrowheads were taken. Pages 106-108 deal with a fifth pit in the centre of the Township of Tiny, with figure and plan opposite p. 107. P. 108 notices a burial place on Isle Ronde, near the extremity of Lake Huron, and one near Hamilton. Pages 108-110 contain quotation from Charlevoix (ii., 194) on the Fête des Morts among the Hurons and Iroquois. On p. 142 and p. 267 are brief references to earth-works in Canada. (C.)

Stone, Wm. L.

Orderly book of Sir John Johnson during the Oriskany Campaign, 1776-7. Albany, 1882.

A note on page 68 describes a large Indian burial ground on the shore of Button Bay, Wolfe Island, discovered in 1878, by reason of the washing away of the shore. Find of large spears, arrowheads and skulls (encased in mica). Also a mound covering skeletons. (C.)

The Week (Toronto.)

April 16, 1885.

Account of Rev. Prof. Bryce's examination of the Rainy River mounds. (H.)

Thomas, Miss Nora.

Burial Ceremonies of the Hurons. Translated from the Relations des Jesuites, 1636, pp. 128-139. Supplemental Note to "Burial Mounds of the Northern Section of the United States," by Prof. Cyrus Thomas in Fifth Annual Report of the Bureau of Ethnology, 1883-4. (Washington, 1887), pp. 3-139.

Describes the burial customs of the Hurons as recorded by Brebeuf in the Jesuit Relations. (C.)

Thompson, Samuel.

Reminiscences of a Canadian Pioneer. Toronto, 1884.

Paleolithic implements, found near Toronto, are mentioned at pp. 286, 365. (H.)

Toronto Empire (Newspaper.)

Feb. 24, 1894.

Describes six large ossuaries, etc., in Simcoe County, from description by Dr. E. W. Bawtree. (See Squier, E. G., and Bawtree, E. W., M.D.) (H.)

Toronto Globe (Newspaper.)

Aug. 3, 1878.

Indian remains in Simcoe and Muskoka. By Prof. H. Montgomery.

Mention Huron ossuaries, burial pits, village sites, pottery, etc., in Medonte township, Simcoe Co., and supposed inscribed rock in Muskoka. (H.)

Vol. xlvii, No. 190. Aug. 9, 1890.

Contains on pages 1 and 2, a lengthy article on Indian archaeology, illustrated by numerous woodcuts of specimens in the possession

of the Ont. Archaeo. Museum, including stone and clay pipes, tubes, awls, totems, copper implements, etc., by David Boyle. (C.)

Jan. 15, 1887. Indian graves on the Humber.

Notice of paper read before the York Pioneers by Chas. Durand, Dec. 26, 1886. (C.)

Sept. 8, 1896,

P. 7 contains account of discovery of the Otonabee Serpent Mound. (H.)

Toronto Mail (Newspaper.)

Sept. 14, 1889.

Contains account of human bones found in Mindemoya Cave, Manitoulin Island. (H.)

Sept. 20, 1889.

Notice (p. 8, col. 2) of ossuary and contents, near Thornhill, York County. (C.)

Toronto Telegram (Newspaper.)

Mound Builders. Mar. 16, 1886 (or a few days earlier.)

Reference to the mounds of Rainy River. (H.)

Trail, Mrs. Catherine Parr.

The Canadian Crusoes; A tale of the Rice Lake Plains. 376 pp. Boston, 1881.

Contains: description of preparation of rice (pp. 203-204), mortar (204), stone implements (368), artistic work (pp. 375-6). (C.)

Van Courtland, Edward.

Notice of an Indian burying ground. *Canadian Journal*, vol. i., 1852-1853, pp. 160-161.

Describes an Indian burying ground and contents discovered at Bytown (Ottawa) in 1843. (C.)

Wallace, Joseph, Sen.

Early History of Orillia. *Orillia Packet*. Nov. 15 and 22, 1895.

Mentions various prehistoric sites on the ground now occupied by the town of Orillia. (H.)

- A Fishing Station of the Ancient Hurons Identified. The Canadian Indian (Sault Ste. Marie). Pp. 134-138.
Describes hurdles for fishing, at the Narrows, Lake Simcoe. (H.)
- Wallbridge, Thomas Campbell.
On some ancient mounds upon the shores of the Bay of Quinte. *Canadian Journal*, new Series, vol. v., 1860, pp. 409-417, with two plates between pages 482-483.
Describes mounds and contents in the neighborhood of Rednersville and Massassaga Point. (C.)
- Weld, Isaac, Jr.
Travels through the States of North America and the Provinces of Upper and Lower Canada during the years 1795-7. Fourth Edition. Illustrated and embellished with 16 plates. London, 1807, 2 vols.
Describes Indian dress and ornaments, 231-8, brooches, 136; bracelets, rings, ear-rings, etc., 236; nose pendants, 237; silver and shell breast-plates, 237; utensils, 241-3; weapons, 243-4; wampum, 249-52; quill-work, 259-60. (C.)
- Wilson Sir Daniel, LL. D., F. R. S. E.
Hints for the formation of a Canadian collection of ancient crania. *Canadian Journal*, vol. iii., 1854-1855, pp. 345-346. Signed "D. W." (C.)
Observations suggested by specimens of a class of conchological relics of the Red Indian tribes of Canada West. *Canadian Journal*, vol. iii., 1854-1855, pp. 155-159.
Describes specimens of tropical shells found with Indian remains; also describes an ossuary in Beverly township. (C.)
- Displacement and extinction among the Primeval Races of Man. *Canadian Journal*, second Series, vol. i., (1856) p. 4. (H.)
The Ancient Miners of Lake Superior. *Canadian Journal*, second Series, vol. i., (1856) pp. 225-37. (H.)
Discovery of Indian remains in the County of Norfolk. *Canadian Journal*, new Series, vol. i. (1856) pp. 511-519.
Describes discovery of a skeleton, fragments of pottery, etc., in the Township of Windham. (C.)
Indian remains. *Canadian Journal*, new Series, vol. i. (1856) pp. 554-556.
Describes an Indian barrow near Orillia, Simcoe County, from which 70 skulls, some beads, copper kettles, etc., were taken. Signed "D. W." (C.)
Physical ethnology. Smithsonian Report (1862), Washington, 1863, pp. 240-302.
Treats of crania of Canadian Indians, 256 table of measurement of Huron crania, 259; of Algonkin crania, 260. (C.)
The Huron race and its head form. *Journal of the Anthropol. Instit. of Great Brit. and Ireland*, vol. i., (1872) pp. 262-263.
A paper read before the Canadian Institute, April 8, 1872. (C.)
The Huron race and its head form. *Canadian Journal*, second Series, vol. xiii. (1871-3) pp. 113-134.
Has comparison of Barrie skull with that of a mound builder. Plates opposite pp. 113, 126, 128: table of measurements, p. 131. (C.)
Prehistoric Man. Researches into the origin of civilization in the Old and New Worlds. London (1862), 2 vols.; second edition (1876), 2 vols.

Passim, and at i., 105, archæological discoveries at Toronto. (C.)

Ethnical Forms and Undescribed Artificial Distortion of the Human Cranium. *Canadian Journal*, second Series, vol. vii. (1862), pp. 399-446.

Plates, 399 (Barrie skull), 406, 438; Huron skull from Barrie, 400, 401. (C.)

Some Ethnological Aspects of Conchology. *Canadian Journal*, second Series, vol. iii. (1858), pp. 377-409.

Shell ornaments of Chinook Indians, p. 380; find (in 1848) of shells and pottery, p. 399; Indian cemetery near Orillia, pp. 399-400. (C.)

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HORATIO HALE,
BORN AT NEWPORT, NEW HAMPSHIRE, U.S.A.,
May 3rd, 1817.
Died at Clinton, Ontario.
December 28th, 1896.

Mr. Hale graduated at Harvard in 1837. He was an accomplished philologist, and applied his extensive knowledge of American languages to the furtherance of ethnic and anthropic studies.

When an undergraduate he was appointed Philologist to the United States Exploring Expedition under Commodore Wilkes, in which capacity, the result of his investigations elicited the approval of the best linguistic authorities on both sides of the Atlantic.

Many of the numerous valuable papers he wrote are embodied in the transactions of learned societies.

His best known work is *The Iroquois Book of Rites*, based on the translation of two manuscripts in the Mohawk and Onondaga dialects, and treating of the origin, laws and ceremonial customs, of the Five Nations.

He discovered in Ontario the last survivors of the Tutelos, formerly of Virginia and North Carolina, and, on the basis of their language, identified them as being connected with the Dakotas.

As an influential member of the British and American Associations for the Advancement of Science, he aided in forming the anthropological sections of both these societies.

He was a vice-president of the American Association and president of its Anthropological section, besides which he was a member of the Anthropological Institute of Great Britain, the Anthropological Society of Washington, the Pennsylvania Historical Society, the New England Historico-Genealogical Society, the Buffalo Historical Society, the Canadian Institute, and many other societies.

His correspondence with the world's most distinguished ethnologists and philologists was very extensive, and was maintained almost until his last day.

He frequently expressed his deep interest in our archæological work, and referred to it in terms, which, coming from such a source, afforded much encouragement.

Mr. Hale's place in scientific ranks will be hard to fill, and perhaps none will more readily acquiesce in this statement than Dr. D. G. Brinton of Philadelphia, who, having so long shared his mantle, must now wear it alone.

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